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ABSTRACT

The second year evaluation of Georgia's Reading First Program primarily addresses the question of the program's effect on students' reading achievement. How schools implemented Reading First is also discussed. The results from the evaluation are, for the most part, positive and support the continuation of the program. The achievement data presented clearly support the findings that Reading First is most beneficial in kindergarten and grade one. The skills that are acquired as part of the Reading First program do not seem to go beyond the beginning reader level and therefore, older students do not appear to benefit as much from the program. The data also showed that other indices of achievement, such as teachers' perceptions and students' attitudes and behaviors, increased as a result of the program. Recommendations for program improvement include: redefine the curriculum to meet the developmental needs of older students; reconsider the amount of time required for reading instruction; increase the use of technology; provide additional staff development opportunities; encourage parental involvement; and clearly define and utilize the advisory board. The following items are appended: (1) Program Guidelines; (2) Methodology and Protocols; and (3) Achievement Data by School, 1998-2000. (Contains 11 tables and 7 charts.) (PM)

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Georgia Department of Education
Linda C. Schrenko
State Superintendent of Schools

Evaluation of the Reading First Program
Year Two Report (1999-2000)

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Executive Summary

During the 1999-2000 school year, the Georgia Department of Education (GDOE) continued to follow the achievement of Reading First Schools that implemented the program the previous year (1998-1999). All 351 of these schools are part of a three-year longitudinal study of the Reading First program. The second year evaluation primarily addresses the question of the program's effect on students' reading achievement. How schools implemented Reading First, which was the focus of the first year report, is also discussed.

The results from the year two evaluation of the Reading First program are, for the most part, positive and support the continuation of the program. The achievement data presented clearly support the findings of the year one evaluation which suggest that Reading First is most beneficial in kindergarten and grade one. Low achieving second and third grade students also appear to make academic gains as a result of Reading First. High achieving second graders and, for the most part, virtually all third graders, seem to need more challenging reading instruction. The skills that are acquired as part of the Reading First program do not seem to go beyond the beginning reader level and therefore, older students do not appear to benefit as much from the program.

The data also showed that other indices of achievement (such as teacher's perceptions, and students' attitudes and behaviors) increased as a result of the Reading First program. Teachers, administrators, and parents agree that students are more eager to read, are using the skills acquired through the program in other subject areas, and have improved academically. Although parental involvement is reportedly low, parents who participated in the evaluation report engaging in activities that clearly support the Reading First philosophy and instructional techniques employed in the classroom.

In terms of achievement, the major findings are:

- The proportion of Reading First students scoring at or below the 25th percentile has continuously decreased over the two-year period in both vocabulary and comprehension at all grade levels.
- The proportion of Reading First students in first grade scoring at or above the 75th percentile in both vocabulary and comprehension has increased from 1998 to 2000.
- The proportion of second grade Reading First students scoring at or above the 75th percentile in vocabulary increased from 1998-2000.
- The average first, second, and third grade ITBS scores at Reading First schools have improved in both comprehension and vocabulary from 1998-2000.
- Third grade Reading First students showed greater gains in vocabulary but not comprehension over the two-year period than the state of Georgia as a whole. These third grade students were not in the program for the formative K-1 years.

As a result of this evaluation, several recommendations for program improvement are made. The recommendations center around implementation issues which, if resolved, would likely make the program more effective for all students. They are:

- Redefine the curriculum to meet the developmental needs of older students.
- Reconsider the amount of time required for reading instruction.
- Increase the use of technology.
- Provide additional staff development opportunities.
- Encourage parental involvement.
- Clearly define and utilize the advisory board.

The third year evaluation of the Reading First program will continue to follow the original group of Reading First schools. This evaluation will examine the program's effect on student achievement and will determine whether the conclusions made from the first and second year can be supported. The implementation issues identified in this report will also be further explored.

Part I: Overview

During the 1998-1999 school year, Georgia's Reading First program was implemented in 343 elementary schools throughout the state. The Reading First program also operated at eight pilot sites during the previous school year (1997-1998), for a total of 351 participating schools during the first year of statewide implementation. The eight pilot sites served as demonstration sites during the 1998-1999 school year. All 351 Reading First schools became part of the statewide evaluation of the Reading First program which began at the program's inception.

The purpose of Georgia's Reading First program is to increase reading achievement among all students in grades K through three by focusing reading instruction on the following: 1) quality literature, 2) direct, systematic phonics, 3) high frequency sight vocabulary, and 4) reading comprehension strategies in the content areas of science and social studies. The goals of the program are to improve students' academic success as defined by the Iowa Tests of Basic Skills (ITBS), SST referrals[1] and placement in special education and other appropriate indicators. A complete copy of the program description and guidelines are provided in Appendix A.

Purpose of the Study

The purpose of the evaluation is to provide information that can be used for decision making regarding policy and program improvement. The evaluation design consists of a three year longitudinal study in which the academic achievement of students at the original 351 elementary schools is assessed each year to determine the program's effectiveness. Academic achievement is measured by students' performance on the reading vocabulary and comprehension sections of the ITBS.

The three evaluation questions to be answered are:

1. How, specifically, is Reading First being implemented in Georgia?
2. To what extent does Reading First affect student's academic success?
3. How are the effects of Reading First influenced by the type of reading program and materials used by individual schools and the extent/level of implementation of the original program?

Summary of Year One Evaluation

The year one evaluation (1998-1999) focused primarily on the first evaluation question while providing preliminary information on the latter questions. One finding of that study suggested that a statewide program of this magnitude often takes more than one year to be fully implemented. Approximately 20 percent of the Reading First schools had the program properly implemented in the beginning of the 1998-1999 school year. Given this small number, the extent to which reading achievement could be assessed and attributed to the Reading First program was limited during the year one evaluation. Observation and discussion group data from the year one evaluation did show, however, that by the spring of 1999, most schools did have the program in place. In terms of achievement, the year one results were encouraging. Reading First students in grades K through three scored higher on the vocabulary and comprehension reading portions of the ITBS than students who attended the same schools the year before Reading First was

[1] The Student Support Team (SST) is made up of teachers, administrators, and other school personnel who meet to solve individual student problems that affect learning. Referrals may be made to special education or to other support services.

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implemented. In addition, when the reading achievement of students in the program was assessed from pre-implementation to the end of the school year (post-implementation), the data showed that the program had its greatest effect in first grade. There was also some evidence of success with low achieving second and third grade students.

As was noted in the first year report, the three-year longitudinal design of this study will have two advantages. First, it allows for data to be collected over the full period of the study. Second, it allows for a more thorough examination of data that were previously collected. One consequence of this on-going analysis is a substantial increase in the number of valid cases that are available for analysis from both the first and second year data sets in year two of the evaluation. Adding these cases during the year two evaluation has both supported and strengthened the preliminary conclusion that full implementation of Reading First generally has a positive effect on student academic achievement.

It is also important to note that while the original sample included 351 Reading First schools, the year two evaluation only includes 326 schools. During the second year of the program, 24 schools decided to discontinue the Reading First program and, were therefore taken out of the statewide evaluation.

The achievement data included as part of the year two evaluation was collected from Riverside Publishing Company who provide the ITBS to the state of Georgia. Schools who chose to score their tests locally and did not submit that data to the Georgia Department of Education (GDOE) are not included in the analysis.

The main focus of this report is the second and third evaluation questions. The achievement of Reading First students is examined both cross-sectionally (comparison of different students at the same schools) and longitudinally (same students over time). Other indicators of academic success along with an examination of program effectiveness relative to the type of materials being used in the schools are also addressed in this report. Finally, the question of implementation is discussed in relation to student achievement.

Methodology

The data collected as part of this evaluation came from multiple sources: site visits to monitor implementation at a sample of Reading First schools; discussion groups with program administrators, teachers and parents of Reading First students; surveys of teachers, administrators, and parents; and ITBS data for Reading First students for 1998 (pre-implementation), 1999, and 2000.

The site visits occurred at 30 randomly selected Reading First schools in the fall of 1999 and spring of 2000. The fall visits were conducted by GDOE staff from the Research, Evaluation and Testing (RET) Division. The spring visits were conducted through a contract with HR Solutions, Inc., who trained staff from colleges and universities throughout the state of Georgia.

Twenty discussion groups were conducted by staff and graduate students from the Department of Psychology at Georgia State University. The discussion groups included three groups of program stakeholders: teachers (10 groups), administrators (5 groups), and parents (5 groups).

Surveys were administered to approximately 7,000 teachers and paraprofessionals at all of the participating Reading First schools in the fall of 1999 and spring of 2000. Additionally, program administrators and parents were asked to complete surveys in the spring of 2000. The surveys were designed and administered by the RET Division of the GDOE.

A triangulation of data collection methods was used to provide GDOE with data from multiple sources that are mutually supportive. This technique adds more credibility and confidence to the study. A detailed description of the methodology used in the study, the site visit and discussion protocols, and the survey instruments are provided in Appendix B.

Part II: Student Academic Achievement

This portion of the report addresses the question of whether participation in the Reading First program is related to reading achievement as assessed by the ITBS. As part of the evaluation of the Reading First program, each school is required to administer the reading vocabulary and comprehension sections of the ITBS in the spring of each year to first, second, and third grade students. Testing of kindergarten students in the spring is optional; schools may instead opt to test first grade students in the beginning of the following school year. Given the small number of schools that choose to test in kindergarten, these scores are not included in any analyses.

Demographic information on the students participating in the Reading First program is typically obtained from the State Student Information System. This includes information about eligibility for free and/or reduced lunch (SES), participation in other compensatory educational programs (i.e.; Title I, remedial education, special education) and ethnicity. Unfortunately, data for the 1999-2000 school year was not available for inclusion in this report. Therefore, analyses examining the mediating effects of these variables are not presented in this report. This information may be available at a later date.

In addition to ITBS scores, other program indicators of academic success such as SST referrals and placements in special education are examined as part of this evaluation. The extent to which the use of different types of reading materials effect students' academic success is also discussed. Teachers' instructional beliefs and practices and parental attitudes towards and involvement in reading activities as they relate to achievement are discussed in the next section of this report.

Academic Achievement and ITBS

To examine student achievement using the ITBS, both longitudinal and cross-sectional analyses are conducted. First, the ITBS scores of first, second, and third grade students at Reading First schools are compared from 1998 (pre-implementation) to 1999 (year one) to 2000 (year two). This comparison examines the students attending the Reading First schools before the program was in place, and after one and two years of implementation. Second, the average third grade percentile scores of Reading First students in 1998, 1999, and 2000 (pre-implementation, years one and two of the program) are calculated and compared to the average ITBS scores of third grade students in the State of Georgia as a whole.[2] Third, the percentage of Reading First schools with increased vocabulary and comprehension scores over the two-year period are presented. Fourth, the extent to which the proportion of students scoring in the upper and lower quartiles (25^{th} and 75^{th} percentiles) has changed from year to year is examined. Finally, a longitudinal analyses (same students over time) examining changes in achievement from year to year is presented.

Comparison on Pre and Post ITBS Scores by Grade. One method of assessing the achievement of Reading First students is to examine the extent to which the average ITBS scores of Reading First schools have changed in each grade level over the two-year period. In other words, this analysis answers the question, " Do Reading First students in all grade levels perform better or worse than students who attended the same schools in the previous two years (pre-implementation and year one)?". Table 1 contains the average first, second, and third grade vocabulary and comprehension percentile scores from 1998 to 2000.

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[2] It is important to note here that this state average differs from the average presented in the State of Georgia Report Card. The Reading First program is designed to serve all students, therefore, the analysis presented here does not exclude any students who had a standard administration of the ITBS.

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Table 1. National Percentile Rank Scores for Reading First Schools by Grade, 1998-2000

	1998	1999	2000
1st Grade			
Reading Vocabulary	48	53	57
Reading Comprehension	55	59	63
2nd Grade			
Reading Vocabulary	44	46	48
Reading Comprehension	50	52	54
3rd Grade			
Reading Vocabulary	38	40	40
Reading Comprehension	41	41	43

The data clearly show improvement in both vocabulary and comprehension in first and second grades over the two-year period. Third grade Reading First students showed improvement from 1998 to 1999 in vocabulary but no change in 2000. Conversely, there was no improvement in third grade comprehension scores from 1998 to 1999 but some improvement in 2000.

Comparison of Reading First and State of Georgia. This analysis compares the achievement of third grade Reading First students with third graders in the state of Georgia as a whole. As stated earlier, the average scores presented for Georgia differs from what is presented on the State of Georgia Report Card. This analysis includes all students with a standard administration of the ITBS. Table 2 presents the average vocabulary and comprehension percentile scores for third grade Reading First students and the state of Georgia.

Overall, the data show that these Reading First students' scores are lower than the state average in each of the reading sub-tests in all three years. Without access to demographic information which may indicate if or how Reading First students differ from the state as a whole, it is not possible to explain this discrepancy. However, since the data show that Reading First students had lower ITBS scores in 1998, the year before the program was even implemented, it is more important to compare the actual gains of Reading First students each year with the gains made by students in Georgia and compare actual scores from year to year.

Table 2. Average ITBS Percentile Scores for Reading First and Georgia at Third Grade

	1998	1999	2000
Georgia- 3rd Grade			
Reading Vocabulary	45	45	45
Reading Comprehension	48	50	50
Reading First- 3rd Grade			
Reading Vocabulary	38	40	40
Reading Comprehension	41	41	43

Charts 1 and 2 show the Reading First and statewide average percentile scores for vocabulary and comprehension in 1998, 1999, and 2000. The average third grade vocabulary and comprehension percentile scores from 1998 to 2000 for each Reading First school is contained in Appendix C.

The data show that from 1998 to 2000, Reading First students made greater gains in vocabulary than the state of Georgia as a whole. The comprehension scores for the two-year period yielded a slightly different pattern. While Reading First students' scores remained the same from 1998 to 1999, they showed an increase in 2000. Conversely, Georgia's scores increased in 1999 and then remained stable in 2000. One possible explanation for the lower achievement of third grade Reading First students is that they did not have Reading First instruction during the formative kindergarten or first grade years.

Chart 1. Average Vocabulary ITBS Percentile Scores at Third Grade

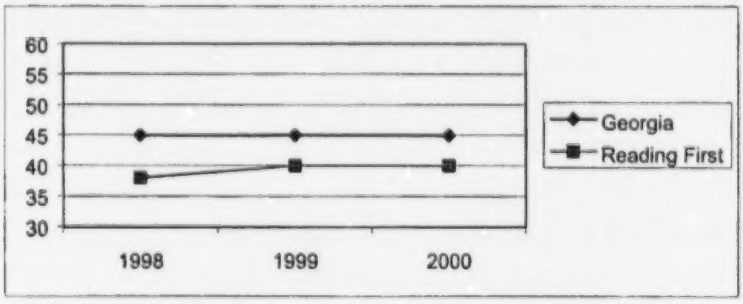
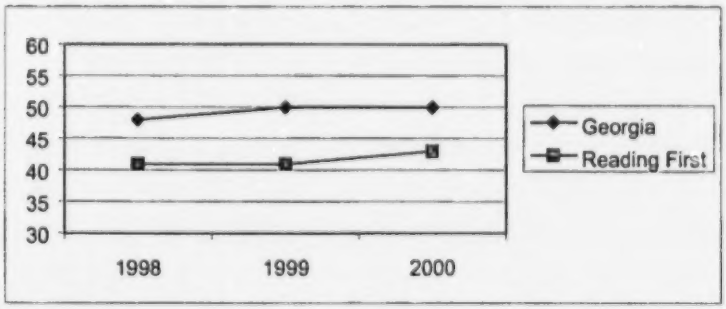


Chart 2. Average Comprehension ITBS Percentile Scores at Third Grade



These data show that Reading First students continually score lower on the ITBS each year than

Georgia as a whole, however, their achievement gains are larger in vocabulary over the two-year period of the program.

Percentage of Reading First Schools with Improvement by Grade and ITBS. This section of the report examines the extent to which Reading First schools have experienced increases in ITBS Reading scores since 1998. Table 3 shows the percentage of the Reading First schools that increased their scores from spring 1998 to spring 2000, and the percentage that saw increases from spring 1999 to spring 2000. It also shows the percentage of schools where scores increased from spring 1998 to spring 1999 and again from spring 1999 to spring 2000.

Table 3. Percentage of Reading First Schools with Increased Vocabulary and Comprehension ITBS Scores, 1998-2000

	1998 compared to 2000	1999 compared to 2000	1998 to 1999 and 1999 to 2000
1st Grade			
Vocabulary	71%	60%	28%
Comprehension	78%	60%	33%
2nd Grade			
Vocabulary	64%	60%	25%
Comprehension	65%	56%	30%
3rd Grade			
Vocabulary	57%	50%	12%
Comprehension	55%	52%	14%

In interpreting Table 3, readers should recall that many schools were very slow to implement Reading First during the 1998-99 school year. As a result, many students received less than 18 weeks of Reading First instruction. The first year Reading First evaluation noted this, and suggested that this may have limited increases in achievement. Table 3 supports – but does not prove - this finding. It shows that while 71 percent of schools increased their first grader's Reading Vocabulary scores during their first two years in Reading First (1998-2000), 60 percent of the schools achieved at least part of that increase in the program's second year (1999-2000). Only 28 percent increased their scores in *both* years. In other words, Reading First appears to have had a much larger positive effect on test scores during its second year.

The first grade Reading Vocabulary pattern described above is repeated throughout Table 3. In all cases, most schools had higher scores in 2000 than they did in 1998. However, most of the increases were achieved in the second year of program implementation. Very few schools increased their scores during both years.

Given the sporadic nature of program implementation during the first year, and its potential role in limiting student achievement gains between 1998 and 1999, it is not yet possible to discuss the sustained effect of Reading First on student achievement. This issue will be explored as part of the longitudinal study during the final year (2000-2001) of the evaluation.

Achievement Comparisons by Quartile. Another method of examining achievement is by determining changes in the percentage of students who score at or below the 25th percentile (lower quartile) and at or above the 75th percentile (upper quartile). In other words, this analysis

assesses the extent to which the number of low or high achieving students has changed since the inception of Reading First. A natural assumption, if the program is having its intended effect, would be that over the two-year period, the number of low achieving students would decrease while the number of high achievers would increase. The previous analysis which compared third grade Reading First scores to the state of Georgia as a whole showed slight differences in achievement. This analysis examines the data more closely by differentiating between high and low achieving students.

Table 4 and Charts 3 and 4 contain the percentage of Reading First students in the lower and upper quartiles from 1998-2000. The data indicate that since 1998, the number of low achieving students (those scoring at or below the 25th percentile) has consistently decreased in both vocabulary and comprehension in first, second, and third grade.
Additionally, in first grade, there is a higher proportion of students scoring at or above the 75th percentile in vocabulary and comprehension in 2000 than there were in 1998 or 1999. There is also a greater proportion of high achieving (at or above the 75th percentile) second grade students in 2000 in vocabulary than there were in the previous two years. However, in third grade, the proportion of high achieving students has fluctuated over the two-year period in both vocabulary and comprehension.

These results support the finding from year one of the evaluation which suggest that first graders and low achieving second and third grade students primarily benefit from the Reading First program. These students are most likely in need of basic reading skills whereas high achieving second and third grade students may benefit from more challenging reading instruction.

Table 4. Percentage of Reading First Students Scoring At or Below the 25th Percentile and At or Above the 75th Percentile by Grade, 1998-2000

	1998	1999	2000
Low Achieving Students (At or Below the 25th Percentile)			
1st Grade			
Reading Vocabulary	32.3	26.7	23.9
Reading Comprehension	25.6	20.9	18.0
2nd Grade			
Reading Vocabulary	30.4	28.9	25.4
Reading Comprehension	27.3	25.3	22.7
3rd Grade			
Reading Vocabulary	35.6	33.2	32.8
Reading Comprehension	34.3	32.9	32.4
High Achieving Students (At or Above the 75th Percentile)			
1st Grade			
Reading Vocabulary	24.7	25.5	28.4
Reading Comprehension	23.9	30.1	33.6
2nd Grade			
Reading Vocabulary	18.1	18.6	21.7
Reading Comprehension	20.6	22.4	20.2
3rd Grade			
Reading Vocabulary	12.8	13.4	12.6
Reading Comprehension	12.7	12.5	12.7

Chart 3. Percentage of Reading First Students Scoring At or Below the 25th Percentile by Grade, 1998-2000

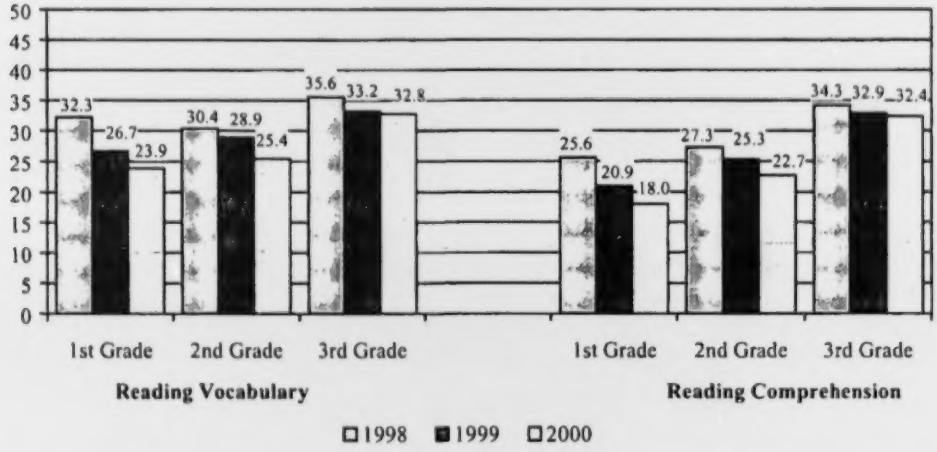
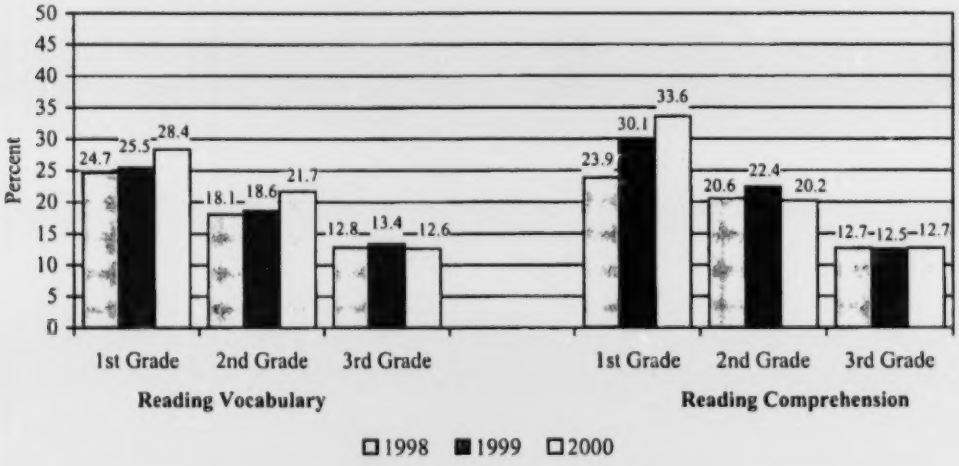


Chart 4. Percentage of Reading First Students Scoring At or Above the 75th Percentile by Grade, 1998-2000



Longitudinal Analysis of Reading First Students' Achievement. In this analysis the individual pre (1998) and post (1999, 2000) ITBS scores of Reading First students are tracked from 1998 to 2000 to determine whether students who have been in the program for the two year period have increased their level of achievement. It is important to note here that only those students who were in first grade in 1998 have participated in Reading First for the first two years of the program. Students who were in second or third grade during the pre-implementation (1998) school year, have only had one year of program participation and are therefore, not included in

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the longitudinal analysis. Table 5 contains the percentage of students whose ITBS scores increased in vocabulary and comprehension over the two-year period. Please note that the table below breaks this longitudinal group into two cohorts: one that first tested in the spring 1998 (pre-test), and one who pre-tested in the fall of 1998. In addition, the first cell contains the percentage of students whose scores for each of the two sub-tests increased from 1998 to 2000 (pre-implementation to year two). The next cell contains the percentage of students who increased from 1999 to 2000 (year one to year two). The last cell of the table contains the percentage of students who increased their scores in vocabulary and comprehension from 1998 to 1999 **and** 1999 to 2000.

The data show that approximately 39 percent of students who tested in the spring of 1998 improved their vocabulary ITBS scores from 1998 to 2000. This number increased to 40 percent from 1999 to 2000. When the data for students with fall test administration in 1998 are examined, the results show that 55 percent increased in vocabulary from 1998 to 2000 and approximately 50 percent increased in comprehension from 1998 to 2000. These numbers decreased to 42 percent and 35 percent (vocabulary and comprehension, respectively) from 1999 to 2000 and are more comparable to the group of students who pre-tested in the spring of 1998. It is unclear why such stark differences exist between fall and spring pre-test administration. Further, without demographic information to describe these students, it is not possible to determine whether these groups are qualitatively different. However, it is important to point out that given the low level of implementation that occurred during year one of the program, only a small percentage of students have actually attended schools with full implementation for the two-year period. This may account for increased performance over the last school year.

Table 5. Percentage of Reading First Students With Increased Comprehension and Vocabulary ITBS Scores, 1998-2000

	1998-2000	1999-2000	1998-1999-2000
Spring-Spring			
Reading Vocabulary	39.4%	40.5%	15.4%
Reading Comprehension	28.8%	33.1%	16.5%
Fall-Spring			
Reading Vocabulary	55.5%	41.9 %	16.1%
Reading Comprehension	49.8%	35.0%	17.2%

When the percentage of students whose vocabulary and comprehension scores increased over each year from 1998 to 2000 is examined, the data shows that in both cohorts (spring and fall pre-test administration), only a small percentage of students had increased scores. Here again, there is not much difference between those who pre-tested in the spring or fall of 1998. In addition, given the lack of implementation in year one of the program, it is not feasible to fully attribute gains achieved from 1998 to 1999 to the Reading First program. In order to fully assess the program's long term effect, at least two years of data (based on full implementation) is needed. These data will be examined further in year three of the evaluation.

Overall, the data presented thus far support the preliminary findings from the year one evaluation. Reading First appears to benefit first grade students and low achieving second and third grade students. Given the content of the program, which focuses primarily on beginner reading skills, early elementary students (K-1st graders) would be the most appropriate target

population. It is likely that high performing and older elementary students (2nd-3rd graders) no longer need these types of reading skills and the instructional practices that are employed in these classrooms should reflect their academic needs.

Program Indicators of Academic Success

This section of the report focuses on whether specific program factors (such as instructional materials, time spent on reading or SST referrals) are related to students' reading achievement. First, the question of whether the use of particular reading materials has an effect on achievement is examined by identifying the percentage of schools using certain materials by grade, and then determining whether there are differences in achievement based in the use of those materials. Next, the average amount of time spent overall and on specific aspects of reading instruction (as outlined in the program guidelines) is calculated and differences in achievement based on time are explored. Finally, the number of SST referrals and placements in special education are examined for the two-year period to assess whether any appreciable differences exist.

Academic Achievement by Types of Reading Materials. As part of the requirements of the Reading First program, schools must choose instructional materials from an approved state list for phonics, sight words, and computer management for use in their classrooms. Each Reading First school is then asked, by the GDOE, to indicate which materials they chose as part of the program survey which is administered each spring. Table 6 shows the percentage of schools using selected materials by grade.

Table 6. Percent of Schools Using Reading Materials by Grade

	1st Grade	2nd Grade	3rd Grade
Accelerated Reader	61.0%	64.4%	60.0%
Book Sharp	5.5%	5.0%	5.1%
Failure Free Reading Print	23.4%	24.6%	21.1%
Focus: Reading for Success	20.9%	21.3%	18.7%
Joseph's Readers Talking Software	16.2%	16.0%	14.1%
Reading Express	6.0%	6.6%	5.6%
Sing, Spell, Read, Write	14.0%	7.5%	3.7%
SRA Collections for Young Readers	10.7%	12.2%	10.4%
SRA Reading Mastery	7.7%	8.6%	10.4%

The data show that regardless of grade level, more than half of all Reading First schools are using the Accelerated Reader computer program to assess students' reading ability. In most cases, at least 20 percent of the Reading First schools are using the Failure Free Reading Print materials and the Focus: Reading for Success material as part of the cumulative, controlled sight vocabulary program. These same three materials were also identified as those most frequently used in year one of the evaluation.

Given the large number of schools who indicated they use the Accelerated Reader program, an analysis of differences in achievement based on the use of this material is conducted and presented in table 7. This table presents the national percentile scores by grade level for Reading First schools that are or are not using the Accelerated Reader program.

Table 7. Average ITBS Scores for Accelerated Reader by Grade

Accelerated Reader	Vocabulary		Comprehension	
	Used	*Not Used*	*Used*	*Not Used*
1st Grade	57	57	60	61
2nd Grade	48	48	54	54
3rd Grade	40	40	43	41

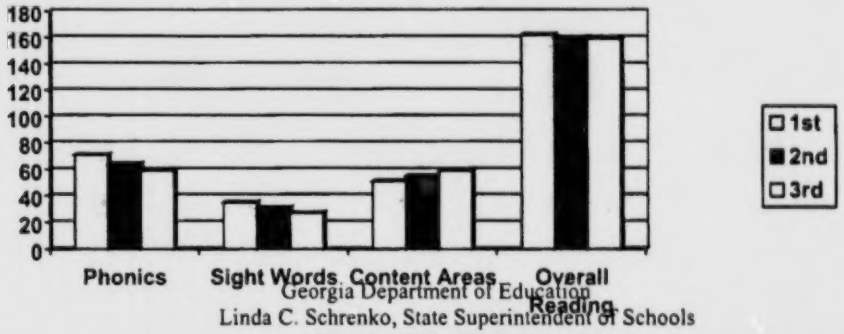
For the most part, these data show that there are no appreciable differences in the scores of schools using the Accelerated Reader software compared with those who are not using it. There are slight differences in comprehension in grades one and three. In grade one, Accelerated Reader schools have slightly lower comprehension scores while in grade three, comprehension is higher in schools using this material. Without examining the effect of other materials also in use at these schools and understanding any demographic differences between schools, there is no basis for recommending this package over any of the others. In fact, given that all Reading First schools must choose materials from the approved state list, and that the GDOE does not favor one material over the other, no differences would be expected.

Reading Achievement and Time Spent on Reading Instruction. This section of the report examines the extent to which schools are in compliance with program guidelines with regard to the amount of time committed to reading instruction. According to the program guidelines, Reading First schools must spend three hours (180 minutes) each day on reading instruction and instruction must include the use of quality literature, phonics, sight words, and comprehension strategies in the content areas of science and social studies. Chart 5 shows the average amount of time schools reported spending on each component of reading instruction (except quality literature) and on reading overall.

The data indicate that in first and second grades, schools spent the most time on phonics instruction (at least 60 minutes). In third grade, schools reportedly spent an equal amount of time on both phonics and reading comprehension (approximately 60 minutes each). In all three grade levels, the least amount of time is spent on sight words.

Given the importance of phonics instruction for beginning readers, it is not surprising that the lower grades spend more time on this component than any other. As student's reading skills improve, a shift to more developmentally appropriate reading strategies (for example, comprehension) would be expected.

Chart 5. Average Time Spent on Reading Instruction, 2000



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These data also indicate that on average, schools spend less than the required three hours per day on reading in all three grade levels (approximately 160 minutes). Many schools indicated that they have difficulty accommodating the three hour reading requirement and other academic activities into their schedules. In regards to achievement, an analysis comparing the achievement of schools spending at least three hours on reading each day and those who spend less than the required three hours is presented in table 8 below.

Table 8. Average ITBS Percentile Scores by Overall Time Spent on Reading Instruction Per Day

	Vocabulary		Comprehension	
	Less than 3 hrs	*More than 3 hrs*	*Less than 3 hrs*	*More than 3 hrs*
1st Grade	57	57	63	63
2nd Grade	48	50	54	56
3rd Grade	40	40	43	43

These data show that, for the most part, there are no differences in terms of achievement based on whether schools spend less than or at least three hours each day on reading instruction. There appears to be a slight difference in second grade, but here again, when students' standard scores are examined, the difference is not significant. It may be that the total amount of time spent is not as important as the content of the actual reading instruction and the extent to which that instruction is supported throughout the curriculum.

Student Support Team Referrals and Placements. Another program indicator assessed as part of the Reading First evaluation is the number of students who were referred to the Student Support Team (SST) and subsequently, placed in special education during the school year. These referrals are typically made of students who are experiencing academic difficulties. The assumption, as it relates to Reading First, is that given the intensity of the reading curriculum, more remedial reading needs will be met and therefore, fewer SST referrals and special education placements will take place. Charts 6 and 7 show the number of SST referrals and placements in special education that have occurred from 1998 to 2000 by grade.

Chart 6. Average Number of SST Referrals by Grade, 1998-2000

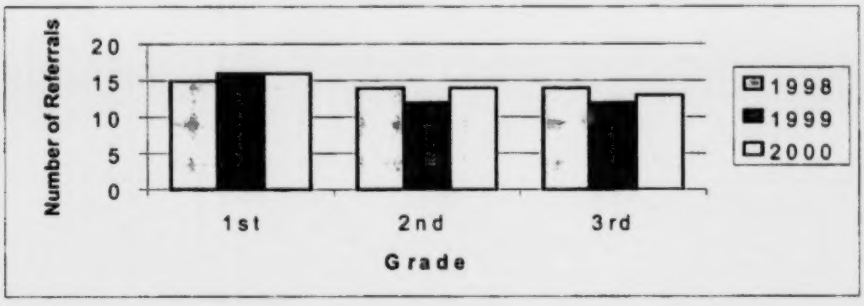
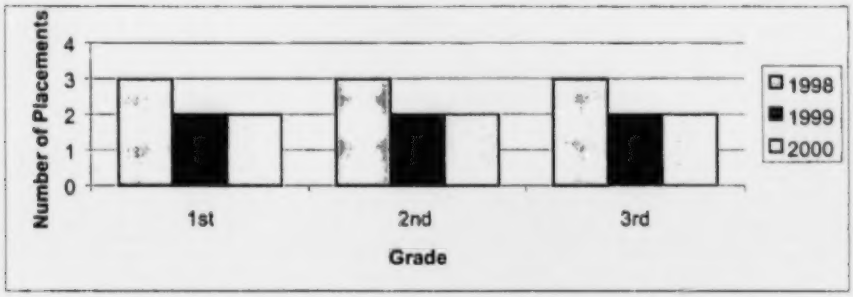


Chart 7. Average Number of SST Referrals Placed in Special Education, 1998-2000



The data show that in all second and third grades, the number of SST referrals has increased from 1999 to 2000. The number of SST referrals that were placed in special education has decreased since the pre-implementation (1998) year. One possible explanation of the increase in SST referrals may be that those students who have the greatest academic difficulties are more readily identified and are being referred to the SST for assistance. Of those students being referred, only a small number are being placed in special education. It may be that the needs of these students are now being met through other educational programs (i.e.; Title I, SIA/EIP, REP) and not special education.

Summary on Achievement

This portion of the report focused on the academic achievement of Reading First students. Overall, the data presented here are encouraging for the Reading First program and support the preliminary findings of the year one evaluation. The Reading First program appears to have its greatest impact on first grade students and low achieving second and some low achieving third grade students. High achieving second graders and most third graders do not appear to greatly benefit from the type of instruction provided as part of the program. Given the focus on early learning skills such as phonics and sight words, it may be that older elementary students need more developmentally appropriate reading instruction or assistance to further develop the early skills they have already acquired. In addition, the data show that although schools appear to have a preference on the type of materials they purchase, there are no appreciable differences in achievement based on instructional materials. The third year evaluation will continue to explore the program's long term effects on achievement.

Part III: Program Implementation and Achievement

The last section of this report focused on Reading First students' academic achievement as measured by their performance on the reading vocabulary and comprehension sections of the ITBS. This section of the report places the academic achievement of Reading First students in the context of program implementation over the last two years – what students, teachers, administrators, and parents did in schools that might account for student performance on the reading portions of the ITBS. In other words, this section addresses the research sub-question: "Can the performance of Reading First students be attributed to the Reading First program?" In addition, are there indices of student achievement beyond ITBS scores as indicated by data collected on program implementation that may speak to the effects of the Reading First program? The data presented here were obtained through 35 site visits to monitor program implementation, 20 discussion groups with Reading First teachers, administrators and parents, and surveys administered to approximately 7,000 Reading First teachers and 1,900 parents.

This section contains seven sub-sections. First, the implementation of the program's overall instructional philosophy is discussed. Second, teachers' beliefs about teaching reading and their instructional practices are presented. Third, the program's effect on student achievement as perceived by program staff is presented. Fourth, parental attitudes and involvement in the Reading First program are addressed, followed by a discussion of the role of staff development in program implementation. The sixth sub-section addresses the effects of the advisory board component. The section concludes with staff concerns about the Reading First program.

According to the program's guidelines, the basis of the Reading First program is the provision of structured reading activities for three hours each day. This includes the use of instructional materials from a state approved list, a focus on phonics, sight words and comprehension strategies and overall, the inclusion of reading throughout the school curriculum. Observers visited 35 randomly selected Reading First schools in the fall of 1999 and again in the spring of 2000 to examine the extent to which schools had adopted the Reading First philosophy and put the core program structure properly in place. During these visits and through discussion groups held with teachers, administrators and parents, evaluators also had an opportunity to discuss the program and its implementation with these key Reading First stakeholders. Data from these two sources are compared with the survey data to determine whether they are mutually supportive or highlight important points of divergence.

Reading First Philosophy. Overall, teachers and administrators perceived Reading First as an improvement over other reading programs with which they have been involved. Most teachers and administrators agreed that Reading First provided a seamless connection between reading and other subject areas. Teachers and administrators identified the following components of the program as strengths:

- The emphasis on phonics
- The Accelerated Reader program (where used)
- Diversity in reading materials
- Time spent on reading instruction

Some teachers, however, were not clear on the basic goals of Reading First. For example, one teacher stated, *"they need to clearly state the goals and purpose so we know what we are doing."*

Some teachers had different views of the purpose of Reading First. For instance, one teacher stated, *"the purpose of Reading First is to remediate, and if your children are doing well, there's no need to go back over the skills it teaches."*

Teachers and administrators alike identified their commitment to the Reading First philosophy as a critical contributor to the program's success. By "buying into the philosophy", these constituents made systematic efforts to plan and implement the reading program in a way that would help ensure positive student outcomes and garner support from parents and their local community. Many teachers indicated that their principal's commitment to and knowledge of the Reading First program enabled them to serve as an advocate both within and outside of the school. Some indicators of administrative commitment included:

- Making reading a priority at the school, not just in K-3
- Providing staff development opportunities to implement Reading First strategies
- Trusting teachers to make informed decisions about instructional materials
- Providing school-wide opportunities to reward student achievement
- Showing support and enthusiasm for teachers

Teachers felt that these types of behaviors fostered an atmosphere of teamwork, collective responsibility, high academic standards and expectations of success. They felt that administrators' positive attitude and support impacted teachers, and in turn, teachers impacted students.

In terms of implementation of the core program components, the data show that, overall, the program is being implemented as planned, even if not for the full amount of time. For the most part, schools have scheduled reading for two to three hours each day. Many teachers and administrators reported that they attempted to fit reading into a three hour uninterrupted block of time, but due to scheduling demands, it is not always possible. However, all of the observation schools did split reading into the desired components (phonics, sight words and comprehension). Many administrators and teachers reported that they also integrate reading into other subjects primarily through the use of trade books and activities that require comprehension skills. More importantly, schools that were unable to fit in a full three hour block of reading time reported that they still felt that they provided an appropriate level of instruction in the required areas.

Teachers' Beliefs and Instructional Practices. Teachers and administrators reported that the Reading First program encompasses many methods for teaching reading. Teachers stated that, unlike other reading programs, Reading First focuses on all aspects of reading instruction from phonics to grammar to inferential meaning and comprehension.

Some teachers reported that they were already using Reading First teaching practices, but it was *"under another name."* Several teachers stated, *"The only thing new is the BLT and phonics."*

Some teachers reported feeling burnt out on teaching reading for three hours each day, and they stated the documentation and testing requirements are *overwhelming*. One teacher stated, *"There isn't time in the classroom to do what they want us to do."*

Many teachers reported that the opportunity to employ innovative instructional strategies and

activities was key to making Reading First successful. For example, some teachers explained that they were *"not required to follow instructional manuals doggedly"* and that *"principals allowed flexibility in the use of reading materials."*

Some teachers reported that they used practices beyond what is required by the Reading First program including structured writing activities (journal writing, creative writing), choral reading, research papers and peer tutorials. They indicated that *"these activities help students become better readers and more capable learners."*

Most administrators and teachers reported the *use of achievement grouping*, enabling lower reading-level students to have more intensive instruction in areas of special need. Some administrators questioned whether Reading First will continue to dictate the number of minutes that must be spent on each component of the program. As one administrator said: *"I thought the philosophy of Reading First is that we are approaching the teaching of reading through every possible avenue, so that by the time [the student] gets to third grade, if they aren't getting phonics but they CAN read – why insist they get so many minutes of [phonics or other dictated components of the program]?"*

According to school personnel, Reading First instruction does not differ significantly across grade levels. Some schools reported that they try to make the program more challenging and progressively build on the skills students have already mastered. For instance, in a few schools, there was more emphasis on phonics in kindergarten and first grade and more emphasis on silent reading and comprehension in third grade. However, many administrators and teachers indicated that they need more guidance in how to help students make the transition from beginning level skills to mastery. Many teachers stated that the reading instruction is "below level" for all but the most remedial older students. This idea is supported by the achievement data, which suggests that Reading First, as currently implemented, is most effective with early elementary level students and low achieving second and third grade students (those most likely to need an emphasis on basic skills such as phonics). The Reading First instruction may need to change focus as students acquire reading skills (from an emphasis on phonics to an emphasis on comprehension, for example).

Teachers and administrators reported there have been no differences in curriculum, implementation, or operation of the Reading First program since its inception, with the exception of increasing experience and comfort levels of the teachers and greater provision of Reading First materials. Teachers' experiences generally aided the testing and grouping processes in subsequent years. Teachers and administrators enthusiastically reported that they have received more reading materials and trade books, which they feel are excellent additions to their classrooms.

Some teachers indicated that although they were *"still working on weaving QCC (Quality Core Curriculum) objectives from content areas into reading instruction"* that they tried to tie reading into all educational activities. Those that felt that they had been successful in creating a connection between reading and other subject areas indicated that the key was to create activities in science and social studies, for example, that fostered a love of reading.

Some teachers reported student needs that they said are not being met by Reading First. These teachers reported that they need more books, more time for individual reading, increased parental

participation, and Reading First integration into math instruction. One teacher stated that her students with speech impediments have trouble learning phonics, and they need to have an increased concentration in specific areas that are helpful to them (such as comprehension). Another teacher stated that one-third of her students cannot learn to read by phonics and must learn by site recognition. A couple of teachers believe that three hours is too much time for reading instruction.

Administrators reported that the students *"love [reading],"* and say, *"it's fun."* Some administrators reported that students are explicitly excited about certain programs, such as Accelerated Reader, or certain aspects of the Reading First curriculum.

In terms of using technology to support reading, there was a wide range of computer use across Reading First schools from *"daily usage by students"* to having computers in the classroom or lab and *"minimal access for students"*. In classes where computers were integral to instruction, teachers indicated that computers were most commonly used for the following:

- Reading
- Testing
- Reinforcing phonics
- Building vocabulary
- Reinforcing skills and drilling
- Interactive learning games
- Word processing, research and maintaining grading records.

Some teachers indicated that their computer skills were minimal and that they did not have adequate knowledge to integrate computers into their teaching practices.

Overall, teachers reported that they generally agreed with the Reading First philosophy and that their program attended to all aspects of reading. Teachers employed instructional practices to support the program, often going beyond what is required in the program. Technology use was the weakest aspect of the program observed and discussed. Teachers primarily felt that they needed additional training to employ technology more thoroughly in the classroom. Perhaps most importantly, teachers and administrators agreed that instruction and materials should be modified for second and third grade students in order for those students to realize maximum benefits from the program.

Staff Perceptions of Program Effect on Student Achievement. There was a great deal of consistency among teachers and principals regarding observable evidence of the Reading First program's effectiveness. For example, most felt that students' classroom reading abilities had definitely improved. Teachers noted that students used word attack skills and sounded words out phonetically in individual and group reading activities more often. Consequently, there seemed to be less reliance on the teacher to pronounce new words.

Many teachers also cited overall improvement in their ITBS scores, higher individual scores on the Basic Literacy Test (BLT) and on other school based reading assessments. Teachers indicated they noticed improved performance in students' reading logs, writing folders and work in general.

Most teachers and administrators indicated that although there is variability in student achievement, since the implementation of Reading First, more children are reading at or above grade level. They felt that *"Reading First students go to the next grade level better prepared than students who never had the program and that attitudes toward reading have markedly improved."* Many felt that the older students (4^{th}, 5^{th} graders) seem to be the weakest grade levels in reading because they were not exposed to the program.

Teachers also reported that students seem more motivated and enthusiastic about reading. For instance, some teachers said: *"The interest level has just gone through the roof"* and that *"children do not resist reading anymore."*

Teachers also indicated that as the year progressed, students' confidence about their reading abilities seemed to increase and students showed obvious pride in their reading accomplishments. For example, many students reportedly walked around carrying books and liked to show teachers and principals how well they can read. Pride and motivation was reinforced through the display of student work throughout the school, not just the classroom and through provision of incentives and rewards for improved reading. Teachers believed that students felt motivated because *"they can see their own progress"* and that students supported and praised one another. Many teachers and administrators also felt that the fact that Reading First includes all students has really affected the special education and learning-disabled students. Several teachers *noted "the LD kids see themselves as regular kids; they work harder."* One teacher summarized her students' achievement: *"Most of my children seem to care about learning more; they view reading as a pleasurable experience and not as something they look at with dread. The children want to understand and feel like they have accomplished something."*

In addition to improving reading skills and attitudes toward reading, teachers consistently reported behavioral changes as a result of the Reading First program. According to some teachers, classroom behavior has improved because students spend more time on task and seem more attentive. Others stated that they have made fewer referrals to the principal for inappropriate classroom behavior. Rather than going to the principal for punitive reasons, some teachers reported that students asked to go to show off their reading skills. Teachers also noted that library circulation has increased and that students were more motivated to come to school since Reading First was implemented.

Observers noted during their site visits that by and large, students were working on task in the classroom and were, for the most part, engaged in academic activities. Teachers appeared to be well prepared and guided students through the lessons and activities.

Teachers and administrators conclude therefore, that many of the less measurable student indicators of achievement (attentiveness, enthusiasm, confidence, eagerness to learn, classroom behavior, etc.) are all frequently seen in Reading First students. These behaviors indicate a positive attitude on the part of students which traditionally lends itself to improved achievement.

Parental Attitudes and Involvement with Reading First. Teachers were somewhat conflicted on the degree of parental participation in students' reading. Many teachers reported that parental involvement was minimal, and only a few teachers reported that they have parent volunteers in their classrooms and after school programs. However, while some teachers reported that parents

do not readily assist with homework, others reported that they have observed an increase in homework assistance since the implementation of Reading First. Some teachers reported that parents are taking their children to the public library more frequently. One school described *"Special Instructional Assistance"* that occurs in the evening for parents, but teachers stated that the parents who most need the instruction are least likely to attend.

Administrators from a few schools reported that they have Reading First advisory committees that utilize parents as members. In some schools, parents have participated in reading activities such as Family Reading Night or reading workshops. Other schools reported that they have a fair number of parents volunteer in their classrooms. Teachers reportedly attempt to encourage parental participation in reading instruction by sending home worksheets to be completed with parents or books to be read with parents. The degree of parental engagement in classroom and at-home reading activities reported by teachers and administrators decreased with each grade level.

Administrators and teachers attributed lack of participation to a number of reasons. For instance, school staff believed that many parents are not literate or are not strong readers since some parents lacked high school diplomas. Others attributed low parental involvement to the large number of working parents. Those parents who are strong readers were believed to be uncomfortable with the phonics component of Reading First. While teachers and administrators have had training in phonics, most parents have not, which contributes to their discomfort. Finally, teachers and administrators felt that general lack of community resources prohibited parents from being more involved. One teacher stated that a parent held up a book and asked the teacher, *"Where do I get one of these to read to my child?"*

Administrators reported that convincing parents of the need for three hours of reading instruction, and helping them understand how other subjects would be integrated into those three hours was a particular challenge. Some parents were reportedly afraid that other subjects would be neglected. Some administrators recommended a regional Reading First training workshop with parents to educate them about the program.

Teachers and administrators felt that parents are generally aware of the Reading First program. Many schools reported using their parent organizations to disseminate information about the program. However, schools did indicate that parents that were uninvolved were more likely to be unaware of the program's existence.

Of the parents that were aware of Reading First, most were unable to articulate the purpose or goals of the program. Most parents emphasized the program's comprehensive nature and described it as *"having something for every child."* Teachers and administrators reported that although parents may not completely understand Reading First, they do know that *"reading is first and a main priority"* in their schools.

Parents were also asked to indicate in the survey whether they were involved in school activities such as membership in parent groups (PTA, PTO), volunteering, participating in school activities and talking with their child's teacher about their academic progress. Table 9 shows the percentage of parents reporting involvement in each of these activities by grade level.

Table 9. Percentage of Parents Involved in School Activities by Grade

	1st Grade	2nd Grade	3rd Grade

Belongs to Parent Group	50.2%	53.7%	55.0%
Volunteer at School	67.4%	67.6%	67.9%
Participate in Activities	91.0%	90.6%	92.4%
Talk with Teacher	98.1%	98.0%	98.4%

These data show that more than half of the parents surveyed indicated that they either belong to a parent organization or spend time volunteering at their child's school. A vast majority of parents reported participating in school activities and taking time to talk with their child's teacher about their progress.

Parents were asked as part of the evaluation whether they are aware of the Reading First program at their child's school and their level of satisfaction with their child's progress in learning to read. The data show that in all three grade levels most parents (at least 70%) are aware of the Reading First program. On a scale of one to four (1= very dissatisfied and 4 =very satisfied), parents indicated that they are, for the most part, very satisfied with their child's progress in learning to read. The average satisfaction score for all three grade levels was 3.6. Parents reported that they noticed *"high levels of confidence and commitment among teachers."*

Overall, *parents were extremely satisfied* with the reading progress made by their children in the Reading First program. Many parents reported that their children's reading progress has been "*amazing*" and that the Reading First program has positively impacted their children's lives. Specifically, parents praised both the Accelerated Reader and phonics components of Reading First, and noted that these aspects have been extremely successful in increasing reading achievement.

Parents reported noticing a large difference between children who were involved with the Reading First program at a young age and those children who were not. Some parents went so far as to explain that they felt "bad" for those children who did not begin their reading instruction with the Reading First program. One woman noted, *"You really feel bad for the older readers who didn't get [Reading First]...They have a much harder time."* Such observations are supported by the achievement data.

In addition to increasing reading achievement, parents also credit the Reading First program with changing their children's attitudes toward school. *Parents described children as being "more confident" and "more enthusiastic" readers than before they became involved with the Reading First program.* Parents also noted that being able to read has offered their children a sense of "self-confidence" and "achievement" that has generalized to other academic subjects.

Parents also reported much *satisfaction with the manner in which schools conduct reading instruction. Specifically, parents noted high levels of confidence and contentment with teachers' reading instruction abilities.* Several parents said they initially believed some teachers held unrealistic expectations, and certain teaching practices (e.g. phonics drills) were "picking on" the students. However, the vast majority of parents recognized that these practices had "paid off" and resulted in increased achievement. One parent noted: *"I learned that I sometimes underestimate my child. I saw big words and thought 'my baby doesn't know that!'...but she does."*

In addition, several parents were impressed with the way teachers handled added responsibilities associated with Reading First, especially in its first few years. These parents acknowledged the additional work created by the program and praised the teachers for handling the additional responsibilities so well. One parent noted, *"It was very difficult for teachers to learn the first year, and [the teachers] said that they didn't want to do it when it was first introduced."* Another parent added, *"[Reading First] was a lot of work for the teachers initially...but now that it is in place, it's been amazingly successful."*

Some parents expressed concern regarding pacing of reading instruction. These parents felt that Reading First instruction moved too fast for some students, and some children were being "left behind." These parents acknowledged the inherent difficulties of teaching to "mixed level" classes, and suggested that teachers should utilize more consistent grouping practices. Several parents also expressed a concern that some Reading First material is *repetitious*, and students who have been involved with the program for multiple years are exposed to similar material. Parents suggested that a greater effort should be made to vary the content and materials used in conjunction with Reading First.

To determine parental involvement in educational activities, specifically reading, parents were asked how often they or their child spend(s) time on various scholastic activities. Table 10 below shows the average time that parents reported spending on these activities by grade (1=less than once a month, 5= almost every day).

Table 10. Average Time Spent on Educational Activities by Grade

	1st Grade	2nd Grade	3rd Grade
Talk with child about what s/he is learning	4.8	4.7	4.8
Read aloud to child	4.2	3.8	3.6
Listen to child read or attempt to read	4.7	4.4	4.3
Encourage/help child to write	4.5	4.3	4.1
Check or help with homework	4.9	4.9	4.9
Child tries to read on his/her own	4.7	4.6	4.5
Talk with child about book s/he is reading	4.5	4.4	4.3
Visit library with child	2.0	2.0	2.0
Bring home reading materials for child	2.8	2.7	2.7

The data show that in all grade levels, parents report a high level of participation (at least one day per week) in reading related and regular educational activities with their child. In most cases, parents report participating in these activities nearly every day. The exception to this is in second and third grades, where parents reported spending less than one day per week reading aloud to their child. Furthermore, in all three grade levels, parents indicated that they visited the library or brought home reading materials for their child at least once a month.

Finally, parents were asked what type of assistance they provided when they helped their child to read. Table 11 shows the percentage of parents that reported providing specific types of assistance in reading by grade. The data show that regardless of grade level, most parents assisted their child with reading by telling the sounds of letters, telling letter names and identifying words. Interestingly, less than half of all parents reported that they helped their child sound out words (phonics). These data show, however, that the other types of assistance that parents most often reported providing does support the Reading First philosophy.

Table 11. Percentage of Parents Providing Types of Reading Assistance by Grade

	1st Grade	2nd Grade	3rd Grade
Identify words	70.5%	67.9%	63.5%
Help with sounding out words	49.3%	37.9%	29.4%
Tell letter names	83.1%	80.8%	63.1%
Tell sounds of letters	89.1%	90.0%	88.3%
Listen to child read	20.9%	18.4%	14.8%

Parents also reported that there are ample opportunities to support the Reading First program through volunteering at school or simply working with their children at home. Parents reported that their child's progress since Reading First has been *"very noticeable"* and that there is a *"remarkable difference."* Some parents claimed that increased achievement is evident not just in reading but in other subject areas as well. Parents stated that because their children are reading, they find other subject areas "much easier" and when they have difficulty they have *"become better problem solvers"* and *"more eager learners."*

A majority of parents agreed that the Reading First program should be expanded to every elementary aged student in the state of Georgia. A number of parents also suggested that the program should be used with older, "problem" readers who received reading instruction before the implementation of Reading First. Some parents also suggested that the program should be expanded to include students as young as pre-school age. One woman noted: *"the earlier they start, the easier it [reading] will be."*

It is important to note here that the sample of parents who provided information may not be representative of all parents. Those who participated in this portion of the study are most likely parents who are involved in their child's education. This may help to explain the contradiction between teachers and parents on parent participation in the program. In spite of this, the data that are provided clearly indicate that of those parents who responded, most are familiar with the Reading First program and participate in activities at home that support the program's philosophy. Significantly, parents tend to confirm that the Reading First program, as currently implemented, tends to have a greater effect in the earlier grades when children are initially learning to read. Clearly parent participation and impact on the program must be explored in more depth in the final year of the evaluation.

Staff Development. There was variability between schools with respect to opportunities for staff development, both before and during the school year. Teachers and administrators stressed the need for more training on implementing the Reading First program, *"rather than relying on trial and error on their own."* A main concern that was discussed in a previous section of this report was the need for more intense training in computer technology and strategies for incorporating the computer into the classroom.

Another concern related to staff development expressed by teachers was the amount, frequency, and timing of staff development activities. In observation schools that seemed to have the program fully in place and strong commitment, teachers indicated that they:

- Met regularly to share and exchange ideas regarding instruction.
- Received 50 hours of training each year.
- Received training before the program was implemented.
- Principals and administrators support the program and allocate funds to allow. teachers to attend workshops and conferences to improve their skills.

Most administrators and teachers reported that at least several teachers from each school attended a 50-hour Reading First training session in Atlanta. Some administrators attended the training, and many administrators and teachers returned to their schools and trained the teachers who were unable to attend. This training format appeared to work reasonably well, although some teachers still do not feel adequately prepared to teach from the Reading First program. One teacher stated, *"I know up until this year I didn't know what Reading First was. Didn't we start doing it before the training?"*

Other teachers in this group confirmed that they had started implementing the program before receiving instruction. A teacher in another discussion group said that because she could not attend the statewide training, she *"was lost"* when she tried to implement Reading First. Most administrators and teachers reported that this training was comprehensive and that the trainer was excellent.

Administrators reported that the training had *a heavy emphasis on using the BLT and on teaching phonics. Many teachers cited specific programs* they enjoyed learning, including Saxon Phonics, Joseph Reader, and Book Sharp. Most teachers said they incorporate almost all of what they learned into their teaching practices.

Teachers had few complaints about the training that was received. Several teachers believed that the state training was somewhat *"overwhelming,"* although one teacher noted this was *"not the fault of the Reading First program."* A few teachers are resistant to training; for example, one stated, *"I'm not sure that we need people telling us how to teach reading."*

Some administrators reported that they proactively worked towards providing *varied* training opportunities for their teachers, such as workshops for specific programs (e.g. See, Spell, and Write). Some schools had on-site consultants train teachers in specific programs that Reading First uses; these schools spoke very positively about the comprehensive training the consultants provided. Administrators reported utilizing training videos provided by the Reading First program, while others had teachers attend training in literacy centers. Some administrators reported the use of school-specific training strategies, such as four-hour study sessions for teachers throughout the year with substitute teacher coverage during these times.

In light of what training is provided, administrators reported that staff continue to have development needs. Specifically, training on how to incorporate reading into other subjects, teaching comprehension and inference (especially for older students) and ensuring that students are in flexible achievement groupings.

In summary, for the most part, teachers and administrators were satisfied with the 50-hour Atlanta training session. Several teachers and sometimes an administrator attended from each school. However, most teachers were not able to attend. Therefore, teachers and administrators who attended the official training trained the remaining teachers. In addition, many

administrators used other methods of training, such as on-site consultants and videos. While these training methods worked reasonably well, some teachers still did not feel prepared to teach from the Reading First protocol. Teachers and administrators made recommendations regarding staff development needs and training recommendations. Most of the recommendations regard flexibility and accommodation in the official Reading First training. Many schools reported that they often did not have the additional resources to provide staff development outside of what is provided by GDOE.

Use of the Advisory Board. Administrators and teachers reported that most schools have some sort of advisory board in place, but they are not all composed of the same categories of members. For example, some advisory boards include members who are parents, teachers, administrators, and members of the community. Other advisory boards only include teachers and are, for the most part, a forum for training and meeting with one another informally to consult on implementation of the program. Some schools use the Advisory Board as a means of communicating with the public about students' reading progress. Many teachers reported that they do not know if they have an advisory board, and some stated that active involvement in an advisory board would be a welcome addition to their school.

The majority of parents reported that they were not involved with the Reading First advisory board. There appeared to be a general lack of knowledge concerning the composition and function of the advisory board. When asked to describe the function of the advisory board, most parents were unable to do so. One parent, who had attended a meeting of the committee, suggested that the advisory committee was a forum in which to "discuss ideas about how to best use the Reading First program."

Both parents and teachers demonstrated a general lack of knowledge regarding the presence of Reading First advisory boards within their schools. In addition, there appears to be a general lack of consistency in the manner in which Reading First advisory boards are implemented across schools. While some schools appear to include teachers, administrators, and parents on their boards, it appears that the vast majority do not involve parents. In addition, all groups noted that increased involvement in the advisory boards from all stakeholders would be useful particularly in terms of decision making about training and ways to better implement the program.

Staff Concerns about the Reading First Program. Overall, teachers and administrators valued the Reading First program in their schools. Many, however, expressed concern regarding the program's future, specifically as it relates to the new education reform act. For example, teachers regarded the elimination of paraprofessionals in the classroom as having a major effect on Reading First. They considered the support of paraprofessionals as vital to the classroom and felt they would have to rely more heavily on parent volunteers in order to continue to function at an optimal level. Teachers and administrators also expressed concern that norm-referenced test scores will be the only vehicle to measure student achievement once the new education reform act is implemented.[3] They felt that good programs and student growth are not always reflected in the test scores and that programs like Reading First would be eliminated as a result.

Teachers and administrators also indicated that they were concerned about how they would continue the program once their third year of funding was used. Specifically, schools felt that

[3] These teachers were apparently unaware of the array of the Criterion-Referenced Competency Tests (CRCT) which will test student's achievement based on the QCC objectives and will be administered at all grade levels.

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they would be unable to provide enough staff development activities due to budgetary constraints nor would they be able to update Reading First materials.

Summary on Implementation

The results presented here indicate that teachers, parents, and administrators generally hold a positive view of the Reading First program and have, for the most part, implemented it as planned. Students in turn appear to be thriving as a result of school level implementation and teachers instructional practices. Parents who are involved in their child's school seem to know that the program is in place, although they are not able to clearly articulate the program's purpose or goals. Parents also report engaging in activities with their children that support reading in general and the Reading First program, in particular. Teachers, administrators, and parents all indicate that they have seen behavioral and affective changes in students since the Reading First program was implemented. Most staff agree that the Reading First program, as currently designed, is most beneficial to beginner readers and older readers who have not achieved in reading. These findings are consistent with, and support, the achievement outcomes reported in section II of this report.

Part IV: Summary and Conclusions

The results from the year two evaluation of the Reading First program are, for the most part, positive and support the continuation of the program. The achievement data presented clearly support the findings of the year one evaluation which suggest that Reading First is most beneficial in kindergarten and grade one. Low achieving second and third grade students also appear to make academic gains as a result of Reading First. High achieving second graders and, for the most part, virtually all third graders, seem to need more challenging reading instruction. The skills that are acquired as part of the Reading First program do not seem to go beyond the beginning reader level and therefore, older students do not appear to benefit as much from the program. It is important to point out, however, that the third grade students included in the study were not in the program for the formative K-1 years.

The data also showed that other indices of achievement increased as a result of the Reading First program. Teachers, administrators, and parents agree that students are more eager to read, are using the skills acquired through the program in other subject areas and have improved academically. Parents also report engaging in activities that clearly support the Reading First philosophy and instructional techniques employed in the classroom.

Several themes emerged in regard to areas for program improvement. Teachers and administrators consistently report that the use of technology to aid in reading instruction is minimal and that teachers need additional training in order for this component to be fully implemented. In addition, staff development training on the whole seems to be of concern. While the training that is available appears to be useful, schools consistently indicate that more training is needed and that resources are not always available to provide additional staff development opportunities.

Finally, there is some concern that the instructional practices used as part of the program in third grade do not fully address the academic needs of these students. The data do not show any major differences between the classroom strategies used in first, second, and third grades. Many teachers and administrators suggested that they need more autonomy with the Reading First program to discontinue the program components (for example, phonics) that have already been mastered.

The third year evaluation of the Reading First program will continue to follow the original group of Reading First schools. This evaluation will examine the program's effect on student achievement and will determine whether the conclusions made from the first and second year can be supported. The implementation issues identified in this report will also be further explored.

Part V: Recommendations

Several recommendations for program improvement emerged from the data presented in this report and should be considered. These recommendations center around issues related to implementation and reading instruction and if followed, may improve the quality of the Reading First program.

Redefine the curriculum to meet the developmental needs of older students. The achievement data from this evaluation supported the year one finding that suggested that Reading First is most beneficial for first graders and low achieving second and third grade students. The site visits, discussion groups and survey data also support this finding. The data showed that many of the program's stakeholders felt that instruction in second and third grade should be restructured. For example, there should be less emphasis on phonics and more emphasis on comprehension and other developmentally appropriate reading strategies as students master beginning reader skills.

Reconsider the amount of time required for reading instruction. With regard to the program's structure, the data suggest there may be a need to reconsider the amount of time required for reading instruction. On average, most Reading First schools spend less than the required three hours per day on reading instruction. Furthermore, there were no differences in achievement based on time spent on reading. Both teachers and administrators indicated that they often had difficulty accommodating the three hour block but did ensure that the required components of the program (phonics, sight words, and comprehension) were consistently taught.

Increase the use of technology. One component of the Reading First program is the use of computers to reinforce reading instruction. However, the data show that, in many instances, students' access to computers was inadequate and more importantly, many teachers lacked the requisite skills to utilize computers for daily instruction. It is recommended that Reading First schools be provided with the necessary resources to provide access to technology and teachers with the skills to fully implement this component.

Provide additional staff development opportunities. While the data show that the training provide by GDOE is useful in assisting schools with program implementation, many teachers and administrators indicated that there were staff development needs being unmet. For instance, teachers and administrators indicated that additional training on instructional techniques is needed and that training should be grade-appropriate. It is recommended that Reading First schools be provided with the necessary staff development resources to implement the program to its maximum effect.

Encourage parental involvement. The data showed that overall parental involvement in the Reading First program is relatively low. When parents did participate, however, they indicated that they worked on reading-related activities at home with their children that supported the Reading First philosophy. It is recommended that Reading First schools provide information to parents about the program and opportunities to learn how best to support classroom instruction at home.

Clearly define and utilize the advisory board. It is recommended that each school have a Reading First advisory board of teachers, parents, and administrators. This advisory board can

be used for training purposes as well as decision making .

Part VI: Program Policy and Status Update

The Reading and Curriculum Division Staff provided the following information.

A significant addition to the Reading First initiative which is not covered in the current evaluation is the development of the Comprehension Module. Reading First initially emphasized the decoding component because children first must learn to extract words from written text before they can begin making meaning from text. The Comprehension Module includes four sections, including strategies for activating prior knowledge, increasing vocabulary, building fluency, and using metacognition to comprehend text.

The reading staff trained over 3,000 teachers to use the Comprehension Module in six workshops last summer. These training sessions employed a redelivery model so that those who were trained could go back and train the remainder of the teachers in their schools. This redelivery training will occur over the course of this entire school year. Subsequently, this training should have an impact on scores of comprehension and vocabulary in future normed reference testing.

Appendix A: Program Guidelines

Reading First Guidelines
2000-2001

I. ADVISORY COMMITTEE

A. Establish an advisory committee consisting of:
   1. Principal – Chair
   2. Teacher representatives from all grades in the school
   3. Representatives from special education, ESOL, Title I, and EIP
   4. Media specialist
   5. Central Office leadership
   6. Parent volunteer and/or community leader
   7. RESA consultants and Field Service Director (if possible)

B. Convene a minimum of two advisory committee meetings during the year.

II. READING INSTRUCTION

A. Focus on reading instruction for at least three hours each day in grades K-3. The three hours will be divided to include instruction using:
   1. Direct, systematic, explicit phonics (Only an approved phonics program may be used. Refer to the Reading First Instructional Materials List.)
   2. Quality literature (Basal reading programs with quality literature would meet this requirement.)
   3. High frequency sight vocabulary (Refer to the Reading First Instructional Materials List for material that may be used for instruction in high frequency sight vocabulary.)
   4. Teaching reading within the content areas which may include thematic teaching of reading addressing the QCC requirements at each grade level
   5. Reading comprehension strategies from the summer training and the Comprehension Manual should be incorporated in each of the above.

B. Students will read at least 25 books during the year. A computer program should be used to assist teachers in monitoring this reading.

III. READING TUTORS

A. All certified staff in the school not teaching reading will select one child and provide one-on-one tutoring in reading for 15-30 minutes twice a week.

B. Parents and community volunteers are encouraged to participate in weekly tutoring sessions and staff development training.

IV. STAFF DEVELOPMENT

A. All personnel involved in the Reading First project will complete 30 hours of staff development during the school year. The majority of these hours should focus on the improvement of instruction to enhance reading comprehension.

B. The Advisory Committee will participate in planning redelivery of Reading First comprehension information to be done by the school representatives who were trained during the summer training session.

C. The 30 hours of staff development may include:
   1. Formal redelivery by the school representatives trained during the summer using

videos, transparencies or Power Point presentations provided by the DOE
2. Ongoing weekly and/or monthly grade-level or whole-faculty meetings for the development and implementation of strategies
3. Training provided by publishers for new materials
4. Study groups convened for evaluating current practices in light of new research

D. Schools will provide a Reading First Comprehension Manual for all staff participating in the project. This manual may be copied in the school or district office.

E. Grant funds may be used for teacher stipends for off-contract work time, not to exceed $4,000.

V. ASSESSMENT

A. The Basic Literacy Test will be individually administered to students in grades K-3 by teachers in Reading First schools during the fall, winter and spring. The Basic Literacy Test assesses decoding skills, sight words, and reading comprehension. Every student participating in the project must be assessed. (Students assessed the previous spring are exempt from fall assessment.)

B. In order to complete the longitudinal study begun in 1998-1999, schools participating in the Reading First Project at that time are required to assess all students in the first, second, and third grades with the Reading Vocabulary and Reading Comprehension portions of the Iowa Tests of Basic Skills. This will be in addition to mandatory testing in third grade with the Stanford 9.

C. The ITBS is not required for kindergarten students, however, if a school chooses to administer the ITBS in kindergarten, Reading First funds may be used to purchase test materials.

Appendix B: Methodology and Protocols

Discussion Group Methodology

The discussion groups that were conducted as part of this evaluation were conducted through a contract with Georgia State University, Department of Psychology.

Sampling. The discussion groups represent a purposive sampling method. That is, participants are not randomly selected, but rather are deliberately chosen for their potential input to the group sessions. Discussion groups allow researchers to collect thoughtful, in-depth information from a number of interested stakeholders.

Discussion groups were conducted with three groups of stakeholders: administrators, parents and teachers. One hundred fifty-three stakeholders participated in 20 discussion groups conducted during May, 2000. Discussion group sites were chosen to reflect the geographic diversity of the state. Thirty-one persons participated in 5 administrator discussion groups, 40 persons participated in 5 parent discussion groups, and 82 teachers participated in 10 teachers discussion groups. Table 1 provides descriptive information for each discussion group.

Table 1. Discussion group sites and schedule.

County	Discussion Group Location	Stakeholder	Number of Participants	Discussion Group Date
Murray Co.	Chatsworth	Administrators	4	5/17/00
Bibb Co.	Macon	Administrators	10	5/8/00
Glynn Co.	Brunswick	Administrators	7	5/8/00
DeKalb Co.	Decatur	Administrators	6	5/16/00
Emanuel Co.	Swainsboro	Administrators	4	5/15/00
Mitchell Co.	Camilla	Parents	6	5/9/00
Lincoln Co.	Lincolnton	Parents	8	5/8/00
Dublin City	Dublin	Parents	11	5/8/00
Stephens Co.	Estanollee	Parents	9	5/17/00
Talbot Co.	Talbotton	Teachers	11	5/8/00
Irwin Co.	Ocilla	Teacher	12	5/9/00
Atlanta City	Atlanta	Parents	6	5/16/00
Tattnall Co.	Reidsville	Teachers	4	5/9/00
Chattooga Co.	Sumerville	Teachers	5	5/17/00
Glascock Co.	Gibson	Teachers	6	5/8/00
Fulton Co.	College Park	Teachers	5	5/16/00
Towns Co.	Hiawassee	Teachers	13	5/17/00
Jenkins Co.	Millen	Teachers	6	5/15/00
Appling Co.	Baxley	Teachers	10	5/9/00
Cobb Co.	Austell	Teachers	10	5/8/00

Description of Participants. One hundred and fifty-three stakeholders participated in the Reading First discussion groups. Discussion groups participants were overwhelmingly female (95%) and were racially diverse (39% African-American, 61% White).

Discussion groups were composed of 4 to 12 participants, with an average number of 7.7 participants per group. This number is within the range normally recommended for discussion groups. Parent and teacher groups had slightly more participants per group (an average of 8.0 and 8.2 participants per group respectively) than did administrator discussion groups (6.2 participants per group). Several of the groups conducted in the course of this research were smaller than desired because of scheduling conflicts of participants and misunderstandings within individual districts.

Several districts attempted to include both administrative and teaching staff in a single discussion group session. Because of confidentiality concerns and a desire to elicit truthful, open communication, we requested that only participants who were members of the intended population participate. Although these actions resulted in several relatively small groups, we believed that retaining structural integrity and cohesion was more important than maintaining larger groups.

Discussion Group Protocol

The content of each discussion group was directed by interview guides developed cooperatively by GSU and the DOE. The DOE provided GSU with a list of suggested topics to discuss with each stakeholder. Using this list the GSU evaluation team created an interview guide for each set of stakeholders. The guides were sent to the DOE for review. The DOE's feedback was incorporated into the final versions of the instruments. For a copy of the interview guides, see Appendix A.

Each discussion group was conducted by two Georgia State University graduate students. One student served as the facilitator, guiding the session using the interview guide, while the other served primarily as note-taker, transcribing responses using a laptop computer. Immediately after each session, the moderator and note-taker reviewed the transcript of the session, ensuring that the transcript was a complete and accurate representation of the discussion group proceedings.

Each graduate student participating in this research was trained in group moderation skills and given guidelines on conducting discussion groups. Moderators began each group by assuring participants that all information shared in the discussion group would remain confidential and would be reported in aggregate form. In order to encourage open and truthful communication, the following statement was read at the beginning of each discussion group session:

> Thank you for agreeing to participate in this discussion group. We want to reiterate that your responses will be included in a report that describes the discussion groups throughout Georgia, and will not be identifiable by school, district or region. There will be no identifying information provided by schools. You may be aware that there are other evaluation methods ongoing, including observation and a survey, and the results from these discussion groups will be considered in conjunction with those other methods.

Discussion group moderators were also careful to clarify their position as neutral, outside consultants to the DOE. Several teachers and administrators expressed apprehension prior to these discussion groups, stating that they believed they were going to be "tested" by the DOE and Reading First. When the moderators explained that they were not employed by the DOE or Reading First programs directly, but rather were graduate students in psychology, the administrators and teachers were noticeably relieved. Participants explained that they had misunderstood the discussion group process as being a "test" on Reading First procedures and policies. Similar misunderstandings surrounding the purpose and content of discussion groups occurred at several locations. Because of these misunderstandings, moderators took care to clarify their role and the nature of the discussion group process prior to each session.

Recorder: Note the number of participants, by gender and race.

Discussion Group Questions

TEACHER

Thank you again for agreeing to participate in this discussion group. We want to reiterate that your responses will be included in a report that describes the teacher discussion groups throughout Georgia, and will not be identifiable by school, district, or region. There will be no identifying information provided on individuals or on schools. You may be aware that there are other evaluation methods ongoing, including observation and a survey, and the results from discussion groups will be considered in conjunction with those other methods.

Overview
First we'd like to ask you some general questions.

1. Please describe the general method you use for teaching reading in your classrooms.

2. What instructional techniques do you use when teaching reading?

3. Do you use the Reading First program?

    a. To what extent?
    b. How long have you used this program in your classroom?

Training
4. We would like to ask you a little about training. Please describe the type of training you received for the Reading First program.

    a. How much time was spent in training?
    b. How comprehensive was the training?
    c. How satisfied were you with this training?
    d. To what extent do you incorporate or transfer what you learned into your teaching practices?
    e. Do you use the instructional and teaching practices you learned in training?
    f. If no, why not?
    g. What would you change about the training if given the opportunity?

5. What staff development needs regarding reading instruction do you have at this point? How do you think they could best be fulfilled?

Implementation
Now we would like to ask some questions about implementing the Reading First program in your classroom.

6. How do you incorporate the Reading First program into your daily class schedule?
    a. How many hours a day do you spend on the program?
    b. How many days a week do you spend on the program?
    c. Is it all at once or spread out over the day or week?

7. To what extent do you incorporate the Reading First program principles into other subjects? How is it incorporated into the rest of the curriculum?

8. What proportion (or how much) time do you spend on each of the following?

    a. Teaching phonics
    b. Reading to the students
    c. Having them read aloud
    d. Other reading comprehension teaching practices
    e. Discussing literature
    f. Teaching vocabulary

9. What other components of reading do you teach?

10. What other reading teaching practices do you engage in?

11. Does the Reading First program emphasis (i.e. phonics, sight words, and comprehension) differ by grade level? In what ways?

12. Describe the use of classroom computers to reinforce or facilitate reading.
    a. How many computers are in each classroom (on average)?
    b. Is this adequate?
    c. Is the capacity of the computers you use sufficient? Are they up to date?
    d. To what extent do all the students have access to a computer?
    e. How frequently are computers used in teaching?
    f. How much time do students spend on the computers each day/week?
    g. Do you use the Internet as a teaching tool?

13. Describe the differences in implementation and operation of the Reading First program from the 1998-99 school year to the 99-00 school year.

14. Describe the differences in curriculum in the Reading First program from the 1998-99 school year to the 99-00 school year.

Student Reactions

We would now like to ask you some questions about your students.

15. How have your students' reacted to the Reading First program?

16. How have students' general attitudes towards class structure and participation changed since implementation of the Reading First program?

17. How have students' attitudes towards reading changed since the implementation of the Reading First program?

18. How would you describe students' achievement and progress in reading since the implementation of the Reading First Program?

19. What student needs are not being met by the Reading First program?

Parent Reactions

Parent reactions are also important, so we have a few questions regarding parents as well

.

20. What do you think parents' reaction has been to the Reading First program?

21. How have parents been involved in the Reading First program?
    a. as classroom volunteers
    b. on-one-on student tutoring
    c. assisting students with homework/reading after school/evenings
    d. as advisory board members

22. What could be done to facilitate greater parental involvement?

Teachers/Administrators' Reactions

We've talked some about students and parents' reactions. Let's talk about what school teachers and administrators think about the program.

23. What do you think about the program?

24. What do other teachers think of this program?

25. What teacher needs are not being met by the Reading First program?

26. What do you think your school administration thinks about this program?

27. What type of support do you receive from the administration for implementing this program in your classroom, if any?

28. Describe the use of the advisory committee and its impact on the Reading First program.

General concluding questions

We just have a few more questions we would like to ask regarding the program overall.

29. What are the strengths and weaknesses of the materials provided to you for the Reading First program?

30. What are the strengths and weaknesses of the Reading First program?

31. What makes the Reading First program easy to use? What makes it hard to use?

32. What changes would you make to the program content if you had the opportunity?

33. Are you aware of other programs with similar goals? If yes, how does Reading First compare with those programs?

34. Would you recommend that this program be continued in your school?

35. Would you recommend that this program be expanded within your school?

36. Would you recommend that this program be expanded to other schools?

Recorder: Note the number of participants, by gender and race.

Discussion Group Questions

ADMINISTRATORS

Thank you again for agreeing to participate in this discussion group. We want to reiterate that your responses will be included in a report that describes the administrator discussion groups throughout Georgia, and will not be identifiable by school, district, or region. There will be no identifying information provided on individuals or on schools. You may be aware that there are other evaluation methods ongoing, including observation and a survey, and the results from discussion groups will be considered in conjunction with those other methods.

Overview

First we'd like to ask you some general questions.

1. Please describe the general method teachers use for teaching reading in your classrooms.

2. What instructional techniques do they use when teaching reading?

3. Does your school use the Reading First program?

    a. To what extent?
    b. How long have you used this program in your classroom?

Training

4. *We would like to ask you a little about training. Please describe the type of training teachers in your school received for the Reading First program.*

    a. What type of training did they receive?
    b. How much time was spent in training?
    c. How comprehensive was the training?
    d. How satisfied were the teachers with this training?
    e. How satisfied were you with this training?
    f. Who conducted the training?
    g. To what extent do they incorporate or transfer what they learned into their teaching practices?
    h. Do they use the instructional and teaching practices you learned in training?
    i. If no, why not?

5. Have you, as administrators received training in the Reading First program? If yes -
    a. What type of training did you receive?
    b. How much time was spent in training?
    c. How comprehensive was the training?
    d. How satisfied were you with this training?
    e. Who conducted the training?
    f. To what extent do you use what you learned in training?

6. What would you change about the training if given the opportunity?

7. Have you been involved in training other people in this program, such as teachers or other administrators?

8. What staff development needs regarding reading instruction do you believe your teachers have at this

point? How do you think they could best be fulfilled?

Implementation
Now we would like to ask some questions about implementing the Reading First program in your school.

9. How do teachers incorporate the Reading First program into their daily class schedule?
    d. How many hours a day are spent on the program?
    e. How many days a week are spent on the program?
    f. Is it all at once or spread out over the day or week?

10. To what extent do teachers incorporate the Reading First program principles into other subjects? How is it incorporated into the rest of the curriculum?

11. What proportion (or how much) time do teachers spend on each of the following?

    g. Teaching phonics
    h. Reading to the students
    i. Having them read aloud
    j. Other reading comprehension teaching practices
    k. Discussing literature
    l. Teaching vocabulary

12. What other components of reading do they teach?

13. What other reading teaching practices do they engage in?

14. Does the Reading First program emphasis (i.e. phonics, sight words, and comprehension) differ by grade level? In what ways?

15. Describe the use of classroom computers to reinforce or facilitate reading.
    h. How many computers are in each classroom (on average)?
    i. Is this adequate?
    j. Is the capacity of the computers you use sufficient? Are they up to date?
    k. To what extent do all the students have access to a computer?
    l. How frequently are computers used in teaching?
    m. How much time do students spend on the computers each day/week?
    n. Do teachers use the Internet as a teaching tool?

16. Describe the differences in implementation and operation of the Reading First program from the 1998-99 school year to the 99-00 school year.

17. Describe the differences in curriculum in the Reading First program from the 1998-99 school year to the 99-00 school year.

Student Reactions
We would now like to ask you some questions about your students.

18. How have your students' reacted to the Reading First program?

19. How have students' general attitudes towards class structure and participation changed since implementation of the Reading First program?

20. How have students' attitudes towards reading changed since the implementation of the Reading First program?

21. How would you describe students' achievement and progress in reading since the implementation of the Reading First Program?

22. What student needs are not being met by the Reading First program?

Parent Reactions

Parent reactions are also important, so we have a few questions regarding parents as well

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23. What do you think parents' reaction has been to the Reading First program?

24. How have parents been involved in the Reading First program?
    j. as classroom volunteers
    k. on-one-on student tutoring
    l. assisting students with homework/reading after school/evenings
    m. as advisory board members

25. What could be done to facilitate greater parental involvement?

Teachers/Administrators' Reactions

We've talked some about students and parents' reactions. Let's talk about what school teachers and administrators think about the program.

26. What do you think about the program?

27. What do other administrators think of this program?

28. What administrator needs are not being met by the Reading First program?

29. What do you think your school's teachers think about this program?

30. What type of support do teachers receive from the administration for implementing this program in their classroom?

31. What teacher needs are not being met by this program?

32. Describe the use of the advisory committee and its impact on the Reading First program.

General concluding questions

We just have a few more questions we would like to ask regarding the program overall.

33. What are the strengths and weaknesses of the materials provided to you for the Reading First program?

34. What are the strengths and weaknesses of the Reading First program?

35. What makes the Reading First program easy to use? What makes it hard to use?

36. What changes would you make to the program content if you had the opportunity?

37. Are you aware of other programs with similar goals? If yes, how does Reading First compare with those programs?

38. Would you recommend that this program be continued in your school?

39. Would you recommend that this program be expanded within your school?

40. Would you recommend that this program be expanded to other schools?

41. How does Reading First fit in with the larger goals of the school?

42. As an administrator, what concerns do you have about this program?

43. What are the costs and benefits that Reading First brings to your role as a school administrator?

Recorder: record number of participants, by gender and race.

Discussion Group Questions

PARENTS

Thank you again for agreeing to participate in this discussion group. We want to reiterate that your responses will be included in a report that describes the parent discussion groups throughout Georgia, and will not be identifiable by school, district, or region. There will be no identifying information provided on individuals or on schools. You may be aware that there are other evaluation methods ongoing, including observation and a survey, and the results from discussion groups will be considered in conjunction with those other methods.

Overview

First, we'd like to ask you some general questions about your child's experiences and other students experiences with reading.

1. First, where did your child learn to read? It might be at home, school, somewhere else, or some combination.

2. Who has heard of the reading first program? [Count number of people. Ask them to raise their hands if necessary.]

3. How did you hear about this program?
   - school communication from teachers or administrators
   - from child
   - other

4. Who thinks they can describe this program? Describe the program in your own words.

5. What are the goals of the Reading First program?

Parental Involvement

We would like to ask some questions that relate to you as parents.

6. Describe what your experience has been as parents with the Reading First program.

7. We know not every parent has the opportunity to be involved in their children's classroom activities, but we were wondering how many of you have been involved in the Reading First program in some capacity.

   - (If any) Please describe your involvement for us.
   - What has that experience been like for you?

8. What would make it more likely for you to be more involved?

9. To what extent are parents able to be involved in the Reading First program?
   - In the classroom
   - Outside the classroom

10. Are you aware that there is an advisory committee in your school that is composed of teachers, parents, administrators, and community members?
    - If yes, can you describe what effects you think the advisory committee has?
    - Are any of you on the advisory committee? (count).

11. *We are interested in how much time you spend in reading-related activities with your child. Remember, this is not an evaluation of how good a parent you are! We know you are all very busy. We are simply wondering the extent to which your child engages in reading activities outside of school.* Please describe your involvement in reading-related activities with your child.
    - Do you go to the library together?
    - How often?
    - How much time do you spend there?
    - What activities do you do while you are there?
    - Do you read with your child at home?
    - Does your child read to you? How often?
    - Do you read to your child? How often?
    - Do you spend time going over reading/language/vocabulary related homework with your child? How much time do you spend each night / week doing this?
    - Do you spend time on the computer with your child at home?

Reading progress

Now we would like to ask some questions about your child in relation to reading in general and the Reading First program.

12. How satisfied have you been with your child's reading progress?

13. Please describe how the Reading First program has affected your child's reading progress.

14. How satisfied has your child been with the instructional practices used in the classroom to teach reading?

15. How has your child's attitude toward reading changed since the implementation of the Reading First program?

16. How has the Reading First program affected your child's academic success as a whole?

Program Implementation

Now we have some questions about the implementation of the Reading First program.

17. What aspects of the Reading First program do you like and dislike? *(Don't prompt unless necessary.)* Different components of the program may include teaching phonics, literature, language, vocabulary, sight word recognition, or others.

18. Have you noticed a difference in program emphasis (such as phonics, sight words, and comprehension) as your child has progressed from one grade level to another?

19. Does your child use a computer at school? What is his or her experience with the computer? How satisfied is he or she with this activity? How do you, as a parent, feel about it?

20. How do you feel about the job your child's teacher does in teaching reading?

21. How good a job does your school do overall in teaching reading?

Concluding questions

We have just a few more questions about your satisfaction with the Reading First program.

22. How do you feel about the Reading First program overall? What are your perceptions about this program?

23. Do you think other parents are aware of the implementation of the Reading First program? If yes, what do they think about it?

24. How important do you think the Reading First program is to the school's goals for teaching reading?

25. What do you perceive are the strengths and weaknesses of this program?

26. What changes would you make to this program if you were given the opportunity?

27. Should this program be expanded to other schools? To what extent?

28. Should this program be expanded within your school? In what ways?

Site Visit Methodology

The site visits of Reading First Schools was conducted through a contract with HR Services, Inc. This organization, with assistance from GDOE, selected and trained observers, coordinated the observation process and analyzed and reported the data.

Participating Schools. Thirty-five *(35)* elementary schools were pre-selected by the GDOE to participate in the study; the schools were located in a cross-section of counties in Georgia. Some of the targeted schools were among the sample used in the original evaluation study

Observers. Names of prospective observers were suggested via professional references. Observers were selected based on educational and experiential background, interest in the study, and the perceived ability to work collaboratively. Observers who are currently college faculty or administrators were from Armstrong/Atlantic State University, Clark Atlanta University, Morehouse College, Morris Brown College, and Valdosta State College. Table 1 below contains the demographic characteristics of program observers.

Table 1. Demographic Characteristics of Program Observers

Demographic Characteristic	Number of Observers
Male	2
Female	12
Highest Degree Earned	
Doctorate	11
Masters	3
Currently are or previously were college faculty	10
Currently are or previously were elementary school teachers or administrators	9
Currently or previously worked as a system level administrator	2
Currently or previously worked as a reading specialist	5
Has experience as a consultant	6
Has training or experience in field of psychology	3
Has training or experience in field of social work	3
Has training or experience in field of early childhood and/or elementary education	10

Research Design. Three forms of data collection were used in this study: teacher interviews, classroom observations, and document reviews.

- Interviews were conducted with individual or small groups of teachers that centered on program design, student evaluation, and recommendations for improvement. Observers asked a standard set of questions and audiotaped the sessions to ensure accuracy.

- Classroom observations were conducted to record and rate designated classroom actions, behaviors, and events.

- Document reviews were conducted to provide additional information about such components as parent involvement, instructional materials, staff development, and student learning.

Instrumentation. The evaluation protocols used in this study were derived from those used in the year-one evaluation of the Reading First Program. To foster an organized and efficient process for observers, an Evaluation Protocols Booklet was developed. The booklet incorporated one Teacher Interview Form, three Classroom Observation Forms, one Document Review Form, and an Instructional Materials List .

Teacher (and Principal) Interview Form. The Teacher Interview Form served as the standard set of questions to ask individual teachers or groups of teachers. Principals at most schools were interviewed, as well. Specific questions were asked in the following broad categories:

- Background Information on Interviewees (e.g., highest degree, years experience)
- Reading First Program Design (e.g., foundation, instructional practices, curriculum and materials)
- Student Evaluation (e.g., how student progress is monitored, observed changes in students' behavior)
- Recommendations for Improvement

Classroom Observation Forms. The Classroom Observation Forms were used to record both qualitative and quantitative descriptions of activities in and characteristics of three different classrooms in a school. Components of the observation included: the learning (physical) environment; materials; instructional strategies; the nature of the students; the nature of teacher-student interactions; the nature of student-student interactions; characteristics of teachers and other adults in the classroom; and the emotional climate of the classroom.

Observers were first required to record in detail a description of the setting and of the participants in each classroom observed. Second, observers had to describe the specific factors of the observation components in a narrative format, then rate the specific factors. Third, observers rated each overall component on a five-point scale ranging from very strong component" ***(5)*** to "very weak component" (1).

Instructional Materials List. The Instructional Materials List was used in conjunction with a classroom observation when the observer reviewed various instructional materials. The list included curriculum materials that focused on phonics and sight vocabulary, the list also included various reading management software.

Document Review Form. The Document Review Form was used to record descriptions of documents that corroborated and strengthened the interview and observation data. Documents could be formal or informal, printed or handwritten, teacher- or student-made materials, including: students' logs, students' work samples, word walls, bulletin boards, newsletters, lesson plans, staff development announcements, and teacher-made assignments.

Data Analysis. After the observations, interviews, and document reviews were completed at each school, observers transferred quantitative data from the evaluation protocol booklets to data summary sheets. A research assistant formatted each data summary sheet onto a data analysis form.

Survey Methodology

The surveys administered as part of this evaluation were designed and conducted by the Research, Evaluation and Testing Division of the GDOE. Surveys were administered to Reading First teachers at all of the evaluation schools in the fall of 1999 and spring of 2000, a sample of Reading First parents in the spring of 2000 and, to all Reading First school program administrators in the spring of 2000.

Teacher Survey. The teacher survey assessed Reading First teacher's educational beliefs and instructional practices. The purpose of the survey was to determine whether there were differences between teacher's actual beliefs and the Reading First program philosophy and whether these differences were evident in their classroom strategies.

Parent Survey. The parent survey assessed parent's attitudes toward education and the extent to which parents engaged in activities with their children that supported the Reading First philosophy.

A random sample of 30 Reading First schools were contacted and asked to submit to GDOE the names and addresses of all parents of students in grades K through three. The GDOE then sent surveys to each Reading First parent requesting participation.

Program Survey. The program survey assessed the level of implementation occurring at each of the Reading First schools. Reading First program administrators were asked to indicate the amount of time spent on reading instruction, in each of the reading areas, which materials are being used in their schools and the number of SST referrals that were made over the school year.

All of the aforementioned surveys were used to develop a clear picture of the attitudes and behaviors of program stakeholders and the extent to which implementation impacted student achievement.

Appendix C: Third Grade Achievement Data by School, 1998-2000

Third Grade Achievement Data by School, 1998-2000

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
APPLING						
ALTAMAHA ELEM	67	49	55	82	62	53
ATKINSON						
PEARSON ELEMENTARY	58	54	43	42	51	37
WILLACOOCHEE ELEM	56	42	50	46	43	51
ATLANTA CITY						
ADAMSVILLE ELEM	56	41	41	53	36	34
ANDERSON PARK ELEM	29	20	24	22	19	21
CAMPBELL ELEM	51	53	29	36	32	36
CLEVELAND AVENUE EL	39	38	40	29	81	72
CONNALLY ELEM	74	46	31	63	43	29
D H STANTON ELEM	19	76	65	16	95	73
DOBBS ELEM	49	41	36	48	23	38
FAIN ELEM	40	64	36	28	88	44
GUICE ELEM	36	31	32	30	23	21
HILL ELEM	31	31	36	30	29	28
HUBERT ELEM	40	36	72	29	29	41
HUTCHINSON ELEM	38	36	39	40	24	34
M A JONES ELEM	31	56	34	25	46	54
MITCHELL ELEM	31	28	36	34	42	39
PETERSON	19	44	23	43	61	17
SLATER ELEM	34	49	23	37	43	36
WEST ELEM	46	53	57	40	29	50
WHITEFOORD ELEM	65	29	28	50	26	23

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
BALDWIN						
BLANDY HILLS	56	52	54	67	81	76
BALDWIN						
DAVIS ELEMENTARY	64	65	57	51	58	54
SOUTHSIDE ELEM	61	77	52	79	96	84
BARROW						
COUNTY LINE ELEM	52	48	44	49	51	48
BARTOW						
ALLATOONA ELEMENTARY	55	50	54	49	51	50
BIBB						
BROOKDALE ELEM	24	27	34	26	26	55
CHARLES H BRUCE ELEM	31	71	31	29	84	27
JOSEPH B RILEY ELEM	39	35	24	40	41	24
MATILDA HARTLEY ELEM	31	32	82	26	34	96
T D TINSLEY ELEM	49	61	55	52	57	54
W T MORGAN ELEM	33	38	43	27	38	37
WALTER P JONES ELEM	32	43	40	32	45	35
BRANTLEY						
HOBOKEN	62	61	71	57	60	62
NAHUNTA ELEM	43	48	51	39	45	50
BROOKS						
QUITMAN ELEMENTARY	31	32	37	33	34	38
BRYAN						
BRYAN ELEMENTARY	41	51	51	38	48	51

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
RICHMOND HILL ELEM	64	64	64	61	64	61
BUFORD CITY						
BUFORD ELEMENTARY	66	57	.	55	52	.
BULLOCH						
JULIA P BRYANT ELEM	57	58	59	52	51	55
BULLOCH						
STILSON ELEM	61	63	60	53	62	51
BURKE						
BLAKENEY ELEM	36	41	42	33	34	37
CALHOUN						
CALHOUN CO ELEM	31	30	36	23	30	24
CALHOUN CITY						
CALHOUN ELEM	63	51	55	60	51	58
CAMDEN						
SUGARMILL ELEM	50	44	47	44	46	44
CANDLER						
METTER ELEMENTARY	46	46	46	36	40	44
CATOOSA						
RINGGOLD ELEM	60	63	55	61	54	48
CHARLTON						
ST GEORGE ELEM	36	40	57	28	50	54
CHATHAM						
GARDEN CITY	35	37	46	28	31	34
HAVEN ELEM	19	31	40	22	29	33
HODGE ELEM	25	36	32	27	26	30
PULASKI ELEM	39	42	36	37	38	31
SPENCER ELEM	24	36	30	21	34	27

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
THUNDERBOLT ELEM	29	26	38	27	28	35
WHITNEY ELEM	29	32	42	17	23	35
CHATTOOGA						
LYERLY ELEM	59	42	53	85	56	50
PENNVILLE ELEM	31	42	53	38	33	37
SUMMERVILLE ELEM	50	60	51	56	47	51
CHEROKEE						
BUFFINGTON	61	69	73	46	66	63
OAK GROVE ELEMENTARY	61	61	60	55	56	57
SIXES	70	69	72	64	68	63
CHICKAMAUGA CITY						
CHICKAMAUGA ELEM	66	60	61	67	59	59
CLARKE						
CLEVELAND ROAD ELEM	40	45	63	36	35	52
GAINES ELEMENTARY	36	32	35	23	26	26
WHITEHEAD ROAD ELEM	57	51	43	48	44	40
CLAY						
CLAY CO ELEM	50	55	22	59	63	23
CLAYTON						
CHURCH STREET ELEM	35	39	40	32	32	35
HUIE ELEM	41	40	45	27	30	39
MORROW ELEMENTARY	59	57	61	40	49	51
SWINT ELEMENTARY	41	39	50	46	45	59
WEST CLAYTON	37	41	38	30	30	30

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
COBB						
AUSTELL ELEMENTARY	38	32	44	38	30	42
COFFEE						
MARY HAYES BROXTON	40	42	59	36	43	67
WEST GREEN ELEM	46	50	51	43	45	52
COLQUITT						
R B WRIGHT ELEM	42	51	55	36	37	56
COLUMBIA						
EUCHEE CREEK ELEMENT	55	57	48	51	56	50
MARTINEZ ELEM	65	62	66	68	57	63
NORTH COLUMBIA ELEM	58	60	66	57	62	57
COWETA						
ARNCO SARGENT ELEM	54	52	62	64	48	57
COWETA						
CANNONGATE ELEM	46	59	67	48	58	66
CRAWFORD						
CRAWFORD COUNTY ELEM	52	52	48	45	47	45
CRISP						
SOUTHWESTERN ELEM	45	49	47	37	38	41
DADE						
DADE ELEM SCHOOL	54	54	48	49	49	46
DALTON CITY						
MORRIS STREET SCHOOL	29	27	33	19	15	20

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
DECATUR						
ELCAN KING ELEM	61	63	57	53	49	47
JOHN JOHNSON EL	55	53	54	56	52	46
WEST BAINBRIDGE ELEM	52	56	58	38	43	45
DECATUR CITY						
CLAIREMONT ELEM	71	75	71	71	76	70
COLLEGE HEIGHTS	36	41	36	38	54	33
FIFTH AVENUE	30	30	32	33	38	38
GLENWOOD	59	60	30	46	60	28
WINNONA PARK	78	77	80	76	69	82
DEKALB						
ALLGOOD ELEMENTARY	44	46	42	33	46	41
ASHFORD PARK ELEM	46	55	56	44	51	48
AVONDALE ELEMENTARY	37	45	46	44	44	43
BOB MATHIS ELEM	43	47	34	40	43	33
BROCKETT ELEMENTARY	50	54	59	49	44	53
DEKALB						
BROWNS MILL ELEM	48	47	42	45	47	43
CANBY LANE ELEM	44	48	52	35	52	50
CEDAR GROVE ELEM	36	36	31	38	33	29
CHAPEL HILL ELEM	34	33	36	33	37	33

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
CLIFTON ELEMENTARY	33	33	35	30	32	33
COLUMBIA ELEMENTARY	37	31	33	36	28	27
DRESDEN ELEMENTARY	36	35	35	17	21	19
DUNAIRE ELEMENTARY	40	36	36	29	33	30
E.L. BOUIE,SR. ELEM	53	48	58	47	45	54
FAIRINGTON ELEM	37	34	43	41	27	44
FORREST HILLS ELEM	33	36	31	25	35	33
HAMBRICK ELEMENTARY	41	38	40	33	33	36
HAWTHORNE ELEMENTARY	54	44	58	43	35	47
HUNTLEY HILLS ELEM	67	64	55	53	61	59
INDIAN CREEK ELEM	36	38	37	29	27	27
JOLLY ELEMENTARY	35	40	50	34	36	49
KELLEY LAKE ELEM	39	34	36	53	39	66
KNOLLWOOD ELEMENTARY	40	31	28	42	27	22
LESLIE J STEELE ELEM	39	34	37	35	33	27
DEKALB MARBUT ELEMENTARY	55	58	60	50	53	56
MEADOWVIEW ELEM	35	52	47	37	42	30

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
MEDLOCK ELEMENTARY	63	43	59	56	44	63
MONTCLAIR ELEMENTARY	45	40	52	33	29	36
OAKCLIFF ELEMENTARY	54	47	53	44	37	44
PANOLA WAY ELEM	37	37	38	33	68	36
PINE RIDGE ELEM	51	50	47	47	50	44
PLEASANTDALE ELEM	48	45	40	41	41	35
ROCK CHAPEL ELEM	63	54	48	62	54	41
SNAPFINGER ELEM	26	30	25	21	34	24
STONE MTN ELEMENTARY	40	36	34	36	35	34
STONEVIEW ELEMENTARY	26	29	37	25	26	30
TERRY MILL ELEM	22	27	37	18	22	38
TONEY ELEMENTARY	21	27	22	14	23	16
DODGE						
NORTH DODGE ELEM	65	63	61	74	64	61
SOUTH DODGE ELEM	60	54	54	54	47	58
DOOLY						
UNADILLA ELEMENTARY	26	28	24	15	22	17
VIENNA ELEMENTARY	35	42	42	29	39	36
DOUGLAS						
SOUTH DOUGLAS	57	63	75	53	91	82
DUBLIN CITY						

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
SAXON HEIGHTS ELEM	0	.	.	0	.	.
EARLY						
EARLY CO ELEMENTARY	45	37	42	52	57	45
ECHOLS						
ECHOLS COUNTY HIGH	54	55	49	48	56	44
EFFINGHAM						
EBENEZER ELEMENTARY	56	58	62	47	50	60

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
ELBERT						
BEAVERDAM ELEM	48	48	57	37	35	44
BLACKWELL ELEM	43	45	47	33	44	42
BOWMAN ELEM	50	54	53	46	45	44
FALLING CREEK ELEM	57	47	55	50	45	51
EMANUEL						
ADRIAN ELEM	36	39	51	33	33	47
FAYETTE						
NORTH FAYETTE ELEM	59	57	43	58	54	49
TYRONE ELEM	65	65	62	64	53	62
FLOYD						
JOHNSON ELEM	59	52	66	58	53	62
FORSYTH						
CHATTAHOOCHEE ELEMEN	63	64	55	61	59	54
VICKERY CREEK ELEM	69	74	74	68	69	71
FRANKLIN						
LAVONIA ELEM	60	51	49	54	43	43
ROYSTON ELEM	69	63	64	54	54	58
FULTON						
BROOKVIEW ELEM	33	32	36	35	34	26
COLLEGE PARK	50	25	27	39	36	33
H TUBMAN	45	40	50	35	36	36

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
FULTON						
HAPEVILLE	33	38	48	24	32	37
SL LEWIS ELM	30	35	31	27	29	32
WOODLAND ELEM	67	61	60	60	57	62
GILMER						
OAKLAND ELEM	49	46	61	58	51	64
GLYNN						
ALTAMA ELEM	36	32	40	38	28	36
BURROUGHS MOLETTE EL	26	24	32	24	23	31
GOLDEN ISLES ELEM	41	47	48	40	48	43
GOODYEAR ELEM	20	38	30	20	41	35
GRADY						
SHIVER ELEM	51	54	50	44	42	42
GREENE						
FLOYD T CORRY ELEM	44	40	43	77	64	66
GWINNETT						
ROCKBRIDGE ELEM	48	50	41	40	41	36
HANCOCK						
M E LEWIS SR ELEM	60	64	54	85	53	64
SOUTHWEST ELEM	35	27	36	25	50	63
HARALSON						
BUCHANAN ELEMENTARY	48	47	44	49	45	47
WEST HARALSON ELEM	54	58	56	52	51	49
HARRIS						
NEW MOUNTAIN HILL EL	62	61	70	60	61	71
PINE RIDGE ELEM	59	65	71	56	82	83

SYSNAME		Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
HART	AIR LINE	51	57	57	41	59	45
	EAGLE GROVE ELEM SCH	58	60	55	43	50	44
HART							
	HARTWELL ELEM SECOND	43	51	50	39	47	49
	MT OLIVET ELEMENTARY	35	58	59	30	50	53
	NANCY HART ELEMENTAR	41	49	51	39	41	50
HEARD							
	CENTRALHATCHE E ELEM	36	52	82	55	49	96
	EPHESUS ELEM	33	42	49	70	29	47
	HEARD CO ELEM	45	52	49	41	49	44
IRWIN							
	IRWIN ELEM	47	47	47	38	38	41
JACKSON							
	BENTON ELEM	53	47	57	51	41	51
	JACKSON CO ELEM	56	55	59	53	52	62
	MAYSVILLE ELEM	46	66	62	38	59	61
	NORTH JACKSON ELEM	56	58	50	47	54	44
	SOUTH JACKSON ELEM	46	54	58	40	52	53
JASPER							
	WASHINGTON PARK	39	47	52	31	49	53
JEFF DAVIS							
	JEFF DAVIS ELEM	44	47	49	42	44	48
JEFFERSON							
	CARVER ELEMENTARY	27	27	24	15	20	23

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
LOUISVILLE ACADEMY	36	43	40	39	32	35
WRENS ELEM	32	34	47	26	27	40
JEFFERSON CITY						
JEFFERSON ELEM	60	64	54	63	57	50
JOHNSON						
JOHNSON CO ELEMENTAR	38	36	38	63	74	52
JONES						
GRAY ELEM	55	54	61	51	46	57
LAMAR						
LAMAR CO ELEMENTARY	50	45	45	40	40	39
LAURENS						
EAST LAURENS ELEM	48	48	46	42	41	44
NWL ELEM	61	58	61	53	52	52
LEE						
KINCHAFOONEE PRIMARY	60	62	.	54	55	.
LIBERTY						
BUTTON GWINNETTE ELM	46	49	43	49	48	44
FRANK LONG ELEMENTAR	45	50	36	59	67	35
JORDYE BACON ELEM	45	57	52	81	61	49
LIBERTY CO ELEM	37	44	38	40	47	39
LINCOLN						
LINCOLN CO ELEM	50	54	50	50	50	45
LONG						
LONG COUNTY SCHOOL	51	40	43	42	43	39

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
LOWNDES						
CLYATTVILLE ELEM	50	53	46	42	41	41
LAKE PARK ELEM	60	61	64	65	57	66
MOULTON BRANCH ELEM	56	54	59	54	50	50
PARKER MATHIS ELEM	50	53	55	46	49	51
PINE GROVE ELEM	59	52	63	55	48	61
LUMPKIN						
LUMPKIN COUNTY ELEM	58	63	57	55	57	49
MADISON						
COLBERT ELEMENTARY	47	42	50	43	44	43
COMER ELEM	60	48	55	52	43	49
DANIELSVILLE ELEMENT	51	59	49	48	54	48
ILA ELEM	63	60	56	54	64	52
MARION						
L K MOSS PRIMARY	55	57	47	44	74	53
MCDUFFIE						
THOMSON ELEMENTARY	41	49	55	42	49	50
MCINTOSH						
TODD GRANT ELEM	24	40	40	27	38	40
MILLER						
MILLER CO ELEMENTARY	41	42	45	37	51	54
MITCHELL						
MITCHELL CO ELEMENTA	31	36	31	25	30	31
MONTGOMERY						
MONTGOMERY CO ELEM	46	42	39	37	37	34

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
MURRAY						
CHATSWORTHELEMENTARY	51	50	49	43	45	48
SPRING PLACE	37	48	47	40	45	44
MUSCOGEE						
BLANCHARD ELEM	64	66	57	58	58	52
BRITT DAVID ELEM	69	66	72	62	70	64
GENTIAN ELEM	56	63	61	51	61	49
JOHNSON ELEM	55	52	51	42	44	46
KEY ELEM	50	54	51	41	40	41
ST MARYS ROAD ELEM	54	46	51	66	83	63
NEWTON						
FICQUETT ELEM	50	41	54	61	48	51
NEWTON						
HEARD MIXON ELEM	46	40	52	41	40	50
MIDDLE RIDGE ELEM	38	48	48	47	48	39
PALMER STONE ELEM	43	43	50	38	48	52
PORTERDALE ELEM	42	47	46	33	42	45
OCONEE						
OCONEE ELEMENTARY	69	62	63	66	60	62
PAULDING						
DALLAS ELEM	45	59	50	43	55	49
NEBO ELEMENTARY	51	52	59	47	46	54
NORTHSIDE ELEM	41	40	56	45	44	53
P B RITCH ELEM	56	57	52	54	52	50

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
SAM D PANTER ELEMENT	53	46	57	51	44	52
PELHAM CITY						
PELHAM ELEMENTARY	39	52	56	27	53	54
PIERCE						
BLACKSHEAR ELEMENTAR	50	51	57	48	47	50
PATTERSON						
ELEM	58	63	50	52	52	49
QUITMAN						
QUITMAN CO ELEM	16	23	29	24	47	48
RABUN						
SO H RABUN EL	61	66	71	53	66	66
RANDOLPH						
RANDOLPH ELEM	27	27	35	58	46	38
RICHMOND						
BARTON CHAPEL ELEM	32	28	23	24	28	32
BAYVALE ELEM	19	26	25	13	22	19
RICHMOND						
BLYTHE ELEM	48	48	47	51	51	48
GOSHEN ELEMENTARY	53	62	63	54	57	60
HEPHZIBAH ELEM	42	41	54	41	39	41
JAMESTOWN ELEM	41	41	46	33	37	37
MEADOWBROOK ELEM	35	36	39	30	33	29
TOBACCO ROAD ELEMENT	48	46	43	39	40	41
URSULA COLLINS ELEM	27	27	33	20	20	33
W S HORNSBY ELEM	20	32	27	22	30	20

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
WILKINSON						
GARDENS EL	63	41	35	31	30	31
WINDSOR						
SPRING ROAD	35	44	40	29	39	38
ROCKDALE						
BARKSDALE						
ELEM	72	76	71	74	76	66
C J HICKS						
ELEM	55	57	60	54	46	47
LORRAINE						
ELEMENTRY	79	69	77	76	63	67
SHOAL CREEK						
ELEM	58	67	63	57	60	52
ROME CITY						
EAST CENTRAL						
ELEM	66	64	67	62	60	59
MAIN ELEM	36	36	36	27	20	36
SOUTHEAST						
ELEM	24	40	30	20	31	22
SOCIAL CIRCLE						
SOCIAL CIRCLE						
ELEM	60	57	46	58	50	50
SPALDING						
CRESCENT ROAD						
ELEM	67	60	72	61	65	71
SPALDING						
JORDAN HILL	43	45	49	45	43	43
MOORE ELEM	32	26	23	40	19	20
ORRS						
ELEMENTARY	51	54	49	46	51	48
STEPHENS						
EASTANOLLEE						
ELEM	49	47	59	45	42	51
TOCCOA ELEM	57	59	57	57	51	58
SUMTER						
SUMTER COUNTY						
ELEMEN	39	40	45	34	30	43

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
TALBOT						
CENTRAL ELEM HIGH	17	24	24	13	23	17
TALIAFERRO						
TALIAFERRO CO ELEM	25	30	28	19	19	14
TATTNALL						
COLLINS ELEM	51	58	64	42	51	53
GLENNVILLE ELEM	37	44	44	33	33	39
REIDSVILLE ELEMENTAR	42	39	50	32	37	45
TAYLOR						
TAYLOR CO ELEM	37	41	36	30	26	34
TELFAIR						
CENTRAL ELEM	51	47	49	48	41	47
TERRELL						
CARVER ELEM	27	35	36	18	38	34
THOMASVILLE CITY						
DOUGLASS ELEMENTARY	29	36	28	19	25	28
HARPER ELEMENTARY	29	37	36	20	37	30
JERGER ELEM	73	68	69	62	71	67
SCOTT ELEM	33	40	33	26	35	31
TOWNS						
TOWNS	66	68	65	60	64	69
TRION CITY						
TRION ELEMENTARY HIG	62	63	70	57	63	67
TROUP						
BERTA WEATHERSBEE EL	41	60	58	33	75	60
CANNON STREET ELEMEN	32	43	49	26	38	40

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
HOLLIS HAND ELEM	55	53	60	50	44	51
MOUNTVILLE ELEM	35	50	53	35	43	44
UNITY ELEMENTARY	29	30	43	21	24	40
WEST POINT ELEM	37	46	42	36	41	43
TURNER						
TURNER CO ELEMENTARY	36	38	53	43	36	57
TWIGGS						
DANVILLE ELEMENTARY	43	47	41	29	24	36
DRY BRANCH ELEM	30	48	38	23	38	38
JEFFERSON ELEM	21	24	27	14	17	20
UPSON THOMASTON						
U-L North Elementary	48	46	39	55	43	40
WALKER						
FAIRVIEW ELEM	39	35	.	38	39	.
GILBERT ELEM	63	41	60	62	44	56
HAPPY VALLEY ELEM	37	44	39	38	46	36
NAOMI ELEM	51	54	56	43	43	55
NORTH LAFAYETTE ELEM	58	52	.	53	49	.
ROCK SPRING ELEM	53	50	.	50	55	.
WALTON						
LOGANVILLE ELEM	62	62	63	55	57	61

SYSNAME	Rdg Comp 98	Rdg Comp 99	Rdg Comp 00	Rdg Voc 98	Rdg Voc 99	Rdg Voc 00
WARE						
CENTER ELEM	47	52	41	40	54	40
MEMORIAL DRIVE ELEM	43	43	55	44	36	56
RUSKIN ELEM	43	54	48	37	47	40
WARE MAGNET SCHOOL	77	77	70	77	90	85
WARESBORO ELEM	57	39	48	43	38	51
WARREN						
FREEMAN ELEM	26	25	30	16	20	25
WASHINGTON						
TENNILLE ELEMENTARY	40	46	44	37	36	38
WAYNE						
JESUP ELEM	51	52	49	44	46	45
ODUM ELEM	54	54	67	58	58	61
WEBSTER						
WEBSTER CO ELEM	30	43	32	27	49	47
WHEELER						
WHEELER CO PRIM	39	37	61	38	37	49
WHITE						
WHITE CO ELEM	61	67	61	55	61	56
WHITFIELD						
ANTIOCH ELEM	54	30	36	44	27	28
WILKES						
WASH WILKES ELEM	41	47	38	43	47	39
WILKINSON						
WILKINSON CO MIDDLE	38	51	45	32	47	51

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